

2A

English
experience

Teacher's
Book

Richmond

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Impressão e acabamento: Rona Editora

Lote: 721905 / 721906

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Original Edition: CLIL Projects – Shaping My Knowledge: Red Stage - Term 2.
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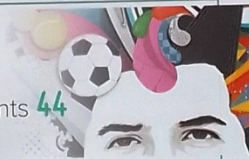
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SCOPE AND SEQUENCE

Unit	Topic	Vocabulary	Grammar
1 p. 6	Connections	<ul style="list-style-type: none"> Colloquial language Interjections 	<ul style="list-style-type: none"> Simple present vs. present continuous Connectors (<i>and, but, why, because</i>) Stative verbs

Resource bank

- Workbook p. 18
- Review p. 20
- Video: Rebecca from Australia p. 21
- CLIL: How Do I Feel When Speaking in English? (Academic Skills) p. 22

2 p. 24	Social and cultural identity	<ul style="list-style-type: none"> Clothes and accessories Adjectives to describe style 	<ul style="list-style-type: none"> Questions with <i>whose</i> Possessive pronouns <i>Belong to</i> Object pronouns
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Resource bank

- Workbook p. 36
- Review p. 38
- Branch Out: Who Am I? p. 39
- Makerspace: Making a Superhero Costume p. 40
- Video: Sophie's Costume p. 41
- CLIL: What Are Seasonal Offers? (The Economics of Life) p. 42

3 p. 44	Talents and interests	<ul style="list-style-type: none"> Occupations Abilities 	<ul style="list-style-type: none"> <i>Can</i> (ability)
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Resource bank

- Workbook p. 56
- Review p. 58
- Video: Growing Cities p. 59
- CLIL: Is the Voice a Musical Instrument? (Art) p. 60

4 p. 62	Life in the past	<ul style="list-style-type: none"> Food Adjectives to describe food 	<ul style="list-style-type: none"> <i>Used to</i> Reflexive pronouns
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Resource bank

- Workbook p. 74
- Review p. 76
- Makerspace: A New Sport from the Past p. 78
- Video: Living in 1927 p. 79
- CLIL: What Are Ice Ages? (Human and Natural Science) p. 80

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Listening

- Audio message

Speaking

- Audio message

Reading

- Comments on social media posts

Writing

- Comment on social media

Pronunciation

- Informal contractions

- Interview about clothes and style

- Interview about clothes and style

- Article on clothes

- Paragraph of an article

- Connected speech

- Description of a movie scene

- Role-play of a movie director and actors describing a scene

- Exchange ad

- Talent exchange ad

- *can* vs. *can't*

- Description of a dish

- Time capsule of popular contemporary food items

- Photo-essay

- Photo-essay

- *used to*

1 IT'S A SMALL WORLD AFTER ALL

OBJECTIVES:

- Recognize different text types used online.
- Talk about exchange programs.
- Research social networks used by teenagers.
- Understand and use interjections.
- Listen to and understand audio messages.
- Talk about habits and routines.
- Describe what is happening at the time of speaking.
- Reflect on and write about a comment on a social network.

Read the questions and discuss.

- 1 Are you a part of any social networks? If so, which one(s)? Why?
- 2 What do you use social networks for?
- 3 How important is it to be in any kind of social network nowadays?
- 4 How could your life be different if you weren't a part of a social network?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 20).



Richmond

FIRST MOVE



Marie Devois @MarieDevois Mar 19

Beautiful city and friendly people. It's sunny most of the time. I'm really enjoying my stay in LA. #studyinLA #exchangeprogram

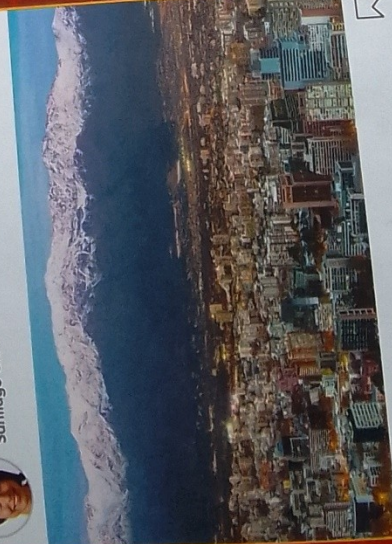


Hiro Izuki @Hiroizuki 4m

@MarieDevois You tell me! I'm having the time of my life! This program is awesome and now I have a lotta friends from all over the world.



mirandagarcia Santiago Chile



Liked by mariedevois, hiroizuki and others

mirandagarcia Back home. Beautiful, huh? What do u say, @mariedevois and @hiroizuki? 😊 But I miss LA! 🇨🇱 #backhome #Santiago #hometown



Nina Petrosky shared Study LAs post

Ready for my exchange program! Can't wait to go to LA! Yay! #studyinLA

Study in LA - Exchange Program in Los Angeles, California

Ready for a totally new experience? Living and learning about culture, language and also visiting exciting spots!



Comment

Share

FIRST MOVE

1 Read the posts on the previous page and answer.

- What are the teenagers using to communicate with each other?
They are using different social networks.
- Where is the exchange program located? In Los Angeles, the United States.

2 Who was in LA at the time of the posts? Check all the correct options.

				
Anna Smith	Hiro Izuki	Marie Devols	Miranda Garcia	Nina Petrosky

3 Write the names of the teenagers according to the posts.

- Who's having lots of fun? Hiro and Marie.
- Who visited the Observatory? Anna and Hiro.
- Who misses LA? Miranda and Anna.
- Who's ready for the exchange program? Nina.
- Who talks about the weather? Marie.

4 Underline the correct sentence in each pair.

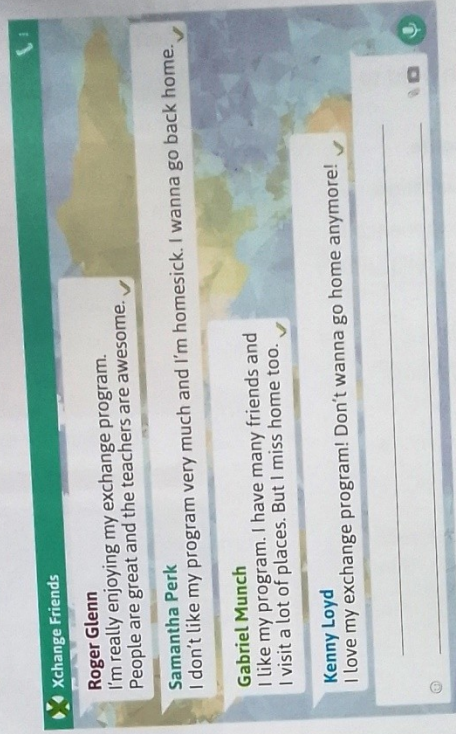
- Miranda is back home. / Miranda lives in LA.
- Hiro thinks the program is awesome. / Hiro thinks the city of LA is beautiful.
- Nina doesn't want to go to LA. / Nina can't wait to go to LA.
- Marie is having the time of her life. / Marie is enjoying her stay in LA.

5 Read the posts again and answer the questions. *Open answers.*

- Which post would be more similar to one you could write?
- Which student would you like to be friends with? Why?

React!

- 6 How do you think you would feel in an exchange program? Imagine you are part of a group on a messaging app and leave a comment. *Open answers.*



Exchange Friends

Roger Glenn
I'm really enjoying my exchange program. People are great and the teachers are awesome. ✓

Samantha Perk
I don't like my program very much and I'm homesick. I wanna go back home. ✓

Gabriel Munch
I like my program. I have many friends and I visit a lot of places. But I miss home too. ✓

Kenny Loyd
I love my exchange program! Don't wanna go home anymore! ✓

I Wonder

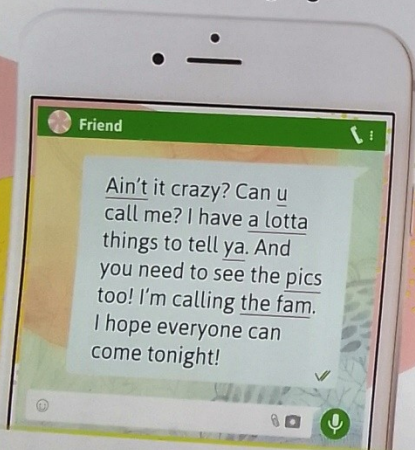
- 7 Write a question about teenagers using social networks in different countries. Then look for the answer. *Open answers.*

LANGUAGE 1

1 Match the words and expressions in bold to their synonyms or meanings.

- 1 The teachers in my school are **awesome**.
 - 2 I want to visit different **spots** on my vacation.
 - 3 My sister is having **an entirely** new experience in her dance classes.
 - 4 **I can't wait** to go to LA.
 - 5 Sue is my **BFF**. We're always together.
 - 6 **Tell me about it!** This is the best movie ever.
 - 7 Let's meet at my **place** at 7 p.m.
- a ☐ 3 a totally
- b ☐ 1 amazing
- c ☐ 5 best friend forever
- d ☐ 4 I'm very excited
- e ☐ 7 house
- f ☐ 2 places
- g ☐ 6 You tell me!

2 Read the text message and underline the examples of colloquial language.



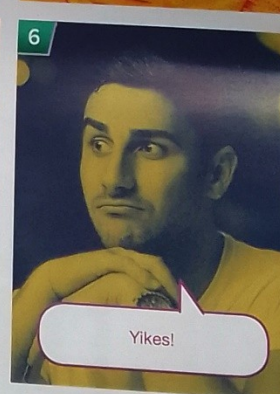
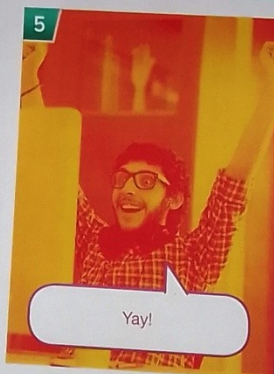
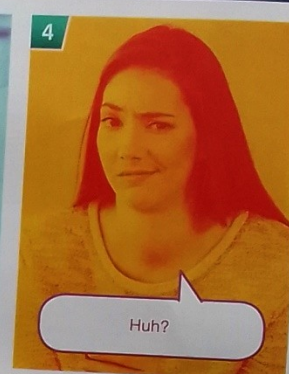
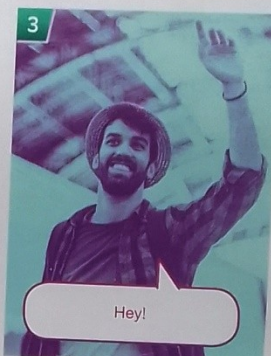
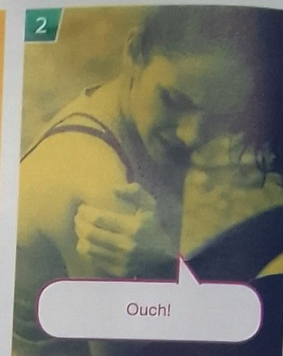
3 Rewrite the text message in activity 2 using the words and expressions below.

isn't a lot of our friends pictures you (2x)

Isn't it crazy? Can you call me? I have a lot of things to tell you. And you need to see the pictures too! I'm calling our friends. I hope everyone can come tonight!

4 Write the interjections in the correct images. Then listen and check your answers.

Gee! Hey! Huh? Ouch! Yay! Yikes!



5 Write an interjection for each message.

a We have lots of homework for next week.
Yikes!

b Ouch! I just hit my toe on the door.

c The fam is going to have a party! Yay!

d Hey! Can you come to my place?

e Huh? I don't understand...

LISTENING AND SPEAKING

- 1 2 Read the text replies on an instant messaging app. Then listen to the three audio messages and order the replies.

a 2

b 3

c 1

Billy

Sorry, but today I can't. Tomorrow OK?

Mia

Of course I can! 😊 Call you later!

Jack

Sounds awesome! See ya at the mall at 5.

- 2 3 Listen again and answer the questions.

- What's the name of the band that Jack mentions?
CNO.
- Where does Jack want to go?
To the mall.
- Why is Billy asking for help?
Because he can't get tickets for the concert.
- What's the problem with Billy's laptop?
It doesn't turn on.
- How many backstage passes does Mia have?
Two.
- Why is Mia inviting Julie to the concert?
Because Julie is her best friend.

- 3 Check the correct answer.

- The expression "made my day" in "Thanks for sharing the news, **made my day**." is another way to say...
 - ☒ My day is better now because of this news.
 - ☐ This news is the only thing I can think about.
 - ☐ My day is making me crazy!
- The question "How does that sound?" is another way to say...
 - ☐ Can you hear me?
 - ☒ What do you think?
 - ☐ I hope you like it.
- The question "How's it going?" cannot be substituted by...
 - ☐ How are you?
 - ☐ What's up?
 - ☒ Where are you going?

Buzzwords Friend, partner.

"I'm worried about not getting those tickets on time, **pal**."
 "Thanks in advance, **buddy**!"
 What do the words "pal" and "buddy" mean? Look it up!

Pronunciation

- 4 4 Listen to extracts from the audio messages. Then practice the sentences.

- They have a lotta fans.
- Just gimme a call, OK?
- Do you wanna go with me?

- 5 Match the full forms below to the sentences with abbreviations in activity 4.

- 2 give me
- 3 want to
- 1 a lot of

- 6 Why do people abbreviate some words when they are talking? Can you think of examples of abbreviations in your own language?

Suggested answers: Because abbreviations speed up the conversation.

- 7 Read the message and write a reply. Use your imagination. Open answers.



Hey there! CNO is playing in town this weekend! Do you like them? I really need the tickets, can you help me buy them online? And, of course, do you wanna go with me? Let me know! We can meet tonight, how does that sound? Thanks, my friend!

- 8 Record your reply and share it with a classmate.

READING

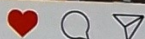
Before Reading

1 Look at the text below and answer: where can you find this kind of text?

Suggested answers: On the internet. / On social networks.



mirandagarcia
Santiago Chile.



Liked by mariedevois, hiroizuki and others

mirandagarcia Back home. Beautiful, huh? What do u say, @mariedevois and @hiroizuki? 😊 But I miss LA! 🍷 #backhome #Santiago #hometown



carlitogarcia Welcome back, sis. Great to have u here. U in for tonight's 🍕 🍷? Homemade!



mariedevois Great pic, Mir. Hey, I'm in for homemade pizza too! 🍕



benbenruiz any food made by @carlitogarcia = 🍷



hiroizuki It makes me feel a bit homesick.



mariedevois Why, @hiroizuki?



hiroizuki Because it reminds me of Mount Fuji...



mirandagarcia Maybe my next program will be in Japan, @hiroizuki! 😊



hiroizuki Check out this page, @mirandagarcia: www.studyinjapan.net.



mirandagarcia Cool! And then we can all have pizza together again, @mariedevois and @hiroizuki. Just like the old days in LA! 🍕



mariedevois Luv u, @mirandagarcia. My bestie! 🍷

2 What characteristics of the text helped you decide on your answer to activity 1? Check all the correct items.

a ☒ It has abbreviations.

b ☒ It uses the symbol @ many times.

c ☐ It has a lot of lines.

d ☐ It has long sentences.

e ☒ It has short sentences.

f ☒ It's similar to oral speech.

g ☒ It shows people's point of view.

3 According to your answers to activities 1 and 2, what kind of text is this?

a ☐ A blog.

b ☒ Comments to a post.

c ☐ A wiki.

d ☐ An online forum.

While Reading

4 Read the post and the comments. Then answer the questions.

1 What cities are mentioned in the text?

Santiago and Los Angeles.

2 Who is Miranda's brother?

Carlito Garcia.

3 What is Miranda's family having for dinner?

Homemade pizza.

4 How is Hiro feeling?

He's feeling homesick.

5 What does Marie think of Miranda's picture?

She thinks it's great.

5 Read the text again and write T (true) or F (false) for each sentence.

- a ☐ T Hiro misses his home.
- b ☐ F Miranda thinks her city is ugly.
- c ☐ T Hiro suggests Miranda should study in Japan.
- d ☐ F Marie doesn't want to have pizza.
- e ☐ T Carlito is happy because Miranda is back home.

6 Match these emojis used in the text to the messages they are expressing.

1 🤔	a <input type="checkbox"/> 2 I feel sad.
2 😞	b <input type="checkbox"/> 3 I'm kidding!
3 😜	c <input type="checkbox"/> 5 It's disgusting!
4 😊	d <input type="checkbox"/> 1 Let's eat!
5 😬	e <input type="checkbox"/> 4 That's a good idea.

7 What kind of comments are the following? Write K (kind), R (rude) or N (neutral).

- a ☐ R any food made by @carlitogarcia = 😬
- b ☐ K Luv u, @mirandagarcia. My bestie!
- c ☐ N Check out this page, @mirandagarcia.
- d ☐ K Great pic, Mir.
- e ☐ K Welcome back, sis. Great to have u here.

8 Work in pairs and discuss. Open answers.

- 1 How do you feel when somebody leaves you a kind comment?
- 2 Do you reply to people when they leave a kind comment for you? How?
- 3 Why is it not OK to leave rude comments for people on social networks?
- 4 Do you reply to people when they leave a rude comment for you? How?

After Reading

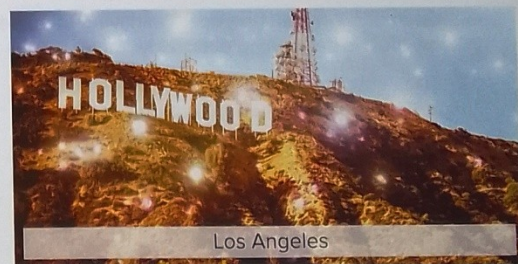
9 Which of the places mentioned in the text would you like to visit? Why? Open answers.



Mount Fuji



Santiago



Los Angeles

10 In your opinion, what's the best way to keep in touch with people from different cities or countries? Open answers.

LANGUAGE 2

- 1 Analyze the posts and then circle the correct options.

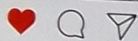


Hiro Izuki @hiroizuki 4m

You tell me! I'm having the time of my life! This program is awesome and now I have a lotta friends from all over the world.



mirandagarcia
Santiago Chile



Liked by mariedevois, hiroizuki and others

mirandagarcia Back home. Beautiful, huh? What do u say, @mariedevois and @hiroizuki? 😊 But I miss LA! 🌞 #backhome #Santiago #hometown



hiroizuki It makes me feel a bit homesick.



mariedevois Why, @hiroizuki?



hiroizuki Because it reminds me of Mount Fuji...

- The posts are about the present / future.
- The action in the sentence "I'm having the time of my life!" is happening every day / now.
- The sentence "This program is awesome (...)" indicates a permanent situation / something happening at the time of speaking.

Simple Present x Present Continuous

The simple present is used to talk about **permanent situations and regular habits or routines**.
This program **is** awesome and now I **have** a lotta friends from all over the world.
She **gets up** at 6:00 a.m. every day.

The present continuous is used to talk about **an action that is happening at the time of speaking**.
I'm really **enjoying** my stay in LA.
I'm **having** the time of my life!

- 2 Work with a classmate and write about the images. Follow the example.

1



Claire / at school every day
Claire is playing baseball. She plays baseball at school every day.

2



George / twice a week
George is cooking. He cooks twice a week.

3



Marcus and Joe / on the weekend
Marcus and Joe are playing video games. They play video games on the weekend.

4



Toby / every afternoon
Toby is sleeping. He sleeps every afternoon.

5



Liv and Julia / every Saturday
Liv and Julia are singing. They sing every Saturday.

6



Gloria / almost every day
Gloria is eating Japanese food. She eats Japanese food almost every day.

3 Write the verbs in the correct tense to complete the sentences.

- 1 Jimmy is writing (write) on his blog right now.
- 2 My friend likes (like) to play online games.
- 3 Paula always sends (send) e-mails to her parents in Barcelona.
- 4 Rakesh is talking (talk) to his sister on a video call. Do not interrupt him!
- 5 Zola and Zanya go (go) to Turkey every year to visit their family.

4 Listen to an interview and write complete sentences with the prompts.

- 1 work / every weekend
John works every weekend.
- 2 choose / songs / for tonight
He is choosing the songs for tonight.
- 3 eat / a banana
He is eating a banana.
- 4 sometimes eat / while / work
He sometimes eats while he is working.
- 5 have guitar lessons / three times a week
He has guitar lessons three times a week.

Snack Learning

Stative verbs are **not** usually used in the **continuous form**. These verbs often express **thinking, opinions, senses, feelings or emotions**.

5 Complete the sentences with the stative verbs from the box.

believe like ~~remember~~ see
smell understand

- a Denny doesn't remember the name of his new teacher.
- b I like to go to the movies with my friends.
- c The house smells of fish. I think someone is cooking.
- d I don't understand what he says. I think it's German.
- e Josh believes his grades will be good this term.
- f I see a lot of birds from my window every morning. They all fly to the park.

And/But – Why/Because

And and **but** are used to **add** or **contrast** ideas or information.

The people are great **and** teachers are awesome. I visit a lot of places, **but** I miss home.

Why and **because** are used to **ask/answer** about reasons and give explanations.

Why do you get homesick?

Because it reminds me of Mount Fuji.

6 Why can't these people go online right now? Write answers using **because**.



Because he's playing tennis.



Because she's dancing.



Because he's cooking.



Because they're playing soccer.

7 Write **and** or **but** to complete the sentences about online actions.

- 1 Greg sends his friends e-mails and letters. I can't believe he still goes to the post office!
- 2 Alicia likes to play online, but she doesn't like to type on the computer.
- 3 The teacher gives us online homework every day and she never forgets to correct it.
- 4 Karen likes to comment on her friends' posts, but she doesn't like when her friends leave her comments.
- 5 My parents don't like video calls, but they use them a lot to talk to my brother in Italy.

Workbook p. 18

WRITING

A Comment on a Social Network Post

Before Writing

1 Plan your comment.

- 1 Imagine you are Miranda's friend, reading her post from page 12. What can you say to her, now that she's back home?
- 2 Remember to write a neutral or a kind comment.

Drafting

2 Write a draft of your comment.

- 3 Share your comment with a classmate and ask for his/her opinion. Make changes if necessary.

Final Writing

- 4 Write the final version of your comment. Then share it with your classmate again.

INVESTIGATE

agreeing (with) disagreeing (with)
complimenting criticizing

I usually write more comments _____ than
comments _____ people/things.

Collect Data

- Pay attention to the comments you make on social networks for the following week.
- Categorize each comment you make into the following types: agreement, disagreement, compliment, criticism.

Analyze the Data

- How many comments are there for agreement? And disagreement?
- How many compliments are there? What are they for?
- How many comments are there for criticism?

Draw a Conclusion

I usually write more comments _____ than
comments _____ people/things.

1 Reflect on your conclusions and discuss.

- 1 How do you evaluate the results of your investigation: are they good, bad or neutral?
- 2 Do your conclusions reflect the way you express yourself in "real life", that is, away from social networks?
- 3 Is there a polite way to criticize something/someone? Give some examples.
- 4 Do you think you have to express your opinion every time it is contrary to someone's else opinion? Why?
- 5 If somebody compliments you, do you usually reply to him/her? Why?

LOCAL AND GLOBAL

1 Look at the images and the names things have in different places. *Open answers.*



roundabout / traffic circle / rotary



soda / soft drink / pop



trolley / cart / buggy / shopping cart

- Which word do you think is easier to call the things in the images?
- How do you say these things in your language?

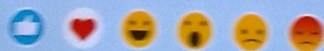
2 Research and take notes.

- Look for different words with the same meaning in different regions in your country.
- Make a list of five words, including their varieties.

3 Why is it important to know these variations in your language and in the language you are learning? How can you improve your regional vocabulary? *Open answers.*

IMAGINE

Imagine your life without social media.



1 Research into the concept. Bring your research to be discussed in class.

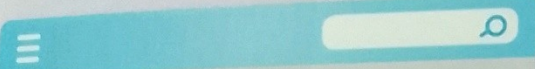
2 Read the text. Then discuss the following questions with a classmate. *Open answers.*

- Which of the things mentioned in the text can you include in your routine?
- Which social media would you be willing to give up right now? Why?
- How would your life be different if you didn't have social media?



Workbook 1

- 1 Read the comments on Alina's post about her exchange program and write T (true) or F (false).



Alina Nassar shared a photo
2h

Almost ready for my exchange program!
#exchangeprogram #sydney #australia



Kelly Sham and Monik Twist liked this 7



Simone Baliv Sydney is a beautiful city.
We'll miss you!



Jasmine Nassar Enjoy your stay, dear.



Kayne Toth Can't wait for the pics! 📷



Selena Diaz Take me too! 😊
Have an awesome time!



Larry Hans Enjoy your time in Sydney!



Caldric Nassar Have the time of your life.
But come back, OK? Miss u already, sis.



Dana Derek Have fun! Send pics! Enjoy!

- ☐ T The exchange program is in Australia.
- ☐ T Caldric is Alina's brother.
- ☐ F Kayne doesn't want to see the pictures.
- ☐ F Larry thinks Sydney is a beautiful city.
- ☐ F Simone and Dana will miss Alina.

- 2 Read the comments in activity 1 again and find...

- a synonym for "great". awesome
- the abbreviation for "sister". sis
- a word used to describe a city. beautiful
- a word used to refer to a person with affection. dear

- 3 Read Alina's schedule at the exchange program and answer the questions.

Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m. - 10 a.m. English Class	8 a.m. - 10 a.m. English Class	8 a.m. - 10 a.m. English Class	8 a.m. - 10 a.m. English Class	8 a.m. - 10 a.m. English Class
Break - cafeteria (30 min)	Break - cafeteria (30 min)	Break - cafeteria (30 min)	Break - cafeteria (30 min)	Break - cafeteria (30 min)
10:30 a.m. - 12:30 p.m. English Class	10:30 a.m. - 12:30 p.m. English Class	10:30 a.m. - 12:30 p.m. English Class	10:30 a.m. - 12:30 p.m. English Class	10:30 a.m. - 12:30 p.m. English Class
Lunch (1h30min)	Lunch (1h30min)	Lunch (1h30min)	Lunch (1h30min)	Lunch (1h30min)
2 p.m. - 3 p.m. Culture and Lifestyle Class	2 p.m. - 3 p.m. Meet foreign students from other classes (patio activity)	2 p.m. - 3 p.m. History Class	2 p.m. - 3 p.m. City Visits	2 p.m. - 3 p.m. Literature

- Does Alina have English classes from Monday to Friday? Yes, she does.
- When does she have History classes?
She has History classes on Wednesdays.
- Does Alina enjoy Culture and Lifestyle classes?
Yes, she does.
- What does she do on Thursday afternoons?
She visits the city.
- Where does she go every day at 10 a.m.? She goes to the cafeteria.

- 4 Look at Alina's schedule again and write what she is doing right now. Use the verbs from the box.

eat have meet visit

- It's Wednesday at 10:25 a.m.
She's having a break (in the cafeteria).
- It's Friday at 1:40 p.m.
She's eating lunch.
- It's Thursday at 2:30 p.m.
She's visiting the city.
- It's Tuesday at 2:15 p.m.
She's meeting foreign students from other classes (on the patio).

5 Complete the sentences with *and* or *but*.

- My best friend is a great tennis player, but a horrible soccer player.
- Timothy can play the piano and the guitar.
- Mark and Mariah are listening to music and singing.
- Khristina loves this book, but doesn't like the movie adaptation.
- My sister is a teacher and a doctor.

6 Check the things you do from the chart below. Then make sentences using *and* or *but*.
Open answers.

play tennis	
play soccer	
run	
swim	
sing	
play a musical instrument	
speak English	
speak Spanish	

-
-
-
-

7 Complete the diary entry using the simple present or the present continuous.

Me again! I ^(s) am finishing (finish) checking my luggage.
I ^(s) have (have) all the things I need, but
I ^(s) am leaving (leave) a lot of other things at home.
It's strange to see my empty closet. But I ^(s) am taking
(take) all my sneakers with me now!
I ^(s) miss (miss) my bedroom already!
I ^(s) am texting (text) my friends now to say goodbye.
I miss them already too!

8 Circle the best option to complete the sentences.

- Doris cooks / is cooking dinner for her family on Saturdays.
- The students dance / are dancing on the stage in PE class today.
- Carlos leaves / is leaving home every day at 7 a.m.
- It's 10 a.m. now, so Zanya teaches / is teaching Spanish at the community center.
- Olivia enjoys / is enjoying her spring break at the beach right now.

9 Answer the questions with true information.
Open answers.

- What do you do every day at 10 a.m.?

- Where do you go on weekends?

- What is your best friend doing right now?

- What is your mother/father doing now?

- What does your best friend like to do on Sundays?

10 Write the most appropriate interjection for each image.



Review 1

- 1 Read the dialogue and circle the best options to complete the sentences.



Sam: Hi, Mia, you good?

Mia: Yes, ⁽¹⁾ can't wait / tell me about to go to Maggie's ⁽²⁾ fam / place!

Sam: Why?

Mia: Because she has great ⁽³⁾ signatures / pics from the school project.

Sam: Really?

Mia: Yeah, you can come too.

Sam: Oh, sorry. I have ⁽⁴⁾ an entirely / a lotta things to do today.

Mia: OK then.

- 2 Match the questions to the answers.

- 1 Why isn't your brother at school?
 - 2 Why are you making lunch?
 - 3 Why can't Jane and Judy go to the party?
 - 4 Why is Leah using your computer?
 - 5 Why is Robert dancing with Sarah?
- a ☐ 4 Because her computer isn't working.
 - b ☐ 1 Because he is sick.
 - c ☐ 5 Because Helen isn't in dance class today.
 - d ☐ 3 Because they don't have an invitation.
 - e ☐ 2 Because my mother is working and I want to surprise her.

- 3 Look at the images and read the prompts. Then write full sentences using *and* or *but*.



Dylan / no / play basketball
Dylan plays soccer, but he doesn't play basketball.



Corina / dance salsa
Corina dances ballet and salsa.



Sally / no / like newspapers
Sally likes (to read) books, but she doesn't like (to read) newspapers.



Frank / cook dinner
Frank cooks breakfast and dinner.



Gregory and Sophia / no / like the winter

Gregory and Sophia like the spring/ summer, but they don't like the winter.



Max / play in the living room

Max plays in the yard and in the living room.

- 4 Order the prompts and write sentences using the simple present or the present continuous.

- 1 blogs / I / my friends' / every day / read / .
I read my friends' blogs every day.
- 2 right now / Susan / to / her BFF / talk / ?
Is Susan talking to her BFF right now?
- 3 a lot of / my teacher / me / week / homework / give / every / .
My teacher gives me a lot of homework every week.
- 4 presentation / the students / prepare / a nice / now / .
The students are preparing a nice presentation now.
- 5 every / Justin / wash the dishes / help / Sunday / his father / ?
Does Justin help his father wash the dishes every Sunday?

Video

Rebecca from Australia

1 Circle the correct options and find out how much you know about Australia.

- | | |
|---|---|
| 1 Australia is located in... | 3 One of Australia's national symbols is the... |
| a Asia. | a shark. |
| <input checked="" type="checkbox"/> b Oceania. | b horse. |
| c Europe. | <input checked="" type="checkbox"/> c kangaroo. |
| 2 One of the country's most famous buildings is the... | 4 What is Australia's capital city? |
| <input checked="" type="checkbox"/> a Sydney Opera House. | a Sydney. |
| b Arc de Triomphe. | b Perth. |
| c Buckingham Palace. | <input checked="" type="checkbox"/> c Canberra. |



2 Watch the video. Then match the words to their meanings.

- | | |
|--------------|---|
| 1 diversity | a <input checked="" type="checkbox"/> 5 the natural landscape around you |
| 2 freelancer | b <input checked="" type="checkbox"/> 1 great variety |
| 3 messy | c <input checked="" type="checkbox"/> 2 a person who is not employed full-time but gets paid by contracts |
| 4 outgoing | d <input checked="" type="checkbox"/> 4 friendly and sociable |
| 5 scenery | e <input checked="" type="checkbox"/> 6 a hot cooked meal you buy from a store |
| 6 takeaway | f <input checked="" type="checkbox"/> 3 disorganized; untidy |

3 Watch the video again and complete the sentences.

- Rebecca lives in Sydney.
- Sunny Cowgirls is the name of Rebecca's friends' band.
- She has two (younger) brothers.
- Rebecca was thirteen years old when she moved away.

4 Write T (true) or F (false).

- ☒ F "Thongs" are the same as "shoes" in American English.
- ☒ T Four people live in the apartment together.
- ☒ T It takes five hours to fly from Sydney to Perth.
- ☒ F Rebecca's parents have sheep, dogs and koalas on the farm.
- ☒ F Rebecca likes to practice sports when she goes to Oxford Street.
- ☒ T Turbo is Rebecca's dog.
- ☒ F Rebecca moved to the city to go to university.
- ☒ T Rebecca likes reading in her free time.

5 Rebecca mentions that she is "a bush girl at heart". What does it mean? Discuss.

It means she is a girl from the countryside and that she likes life in the countryside.

6 Project Time! Follow your teacher's instructions and do as proposed.

How Do I Feel When Speaking in English? (Academic Skills)

1. Talk to a classmate about the following topics and answer the questions. (Pair work)

A story from your childhood

A difficult topic from a school subject

The story of your favorite television show or movie

1. Which topic are you more comfortable talking about? Why? Is it because of the way you think about it, your understanding of it, or any other reason?
2. What topic did your classmate think you best topic of why?
3. Which suggestions can you give to each other to improve your speaking?

2. Read the text and write T (true) or F (false).

It depends on you!



Speaking our minds can be difficult sometimes. You may feel nervous, afraid or shy. But there is no need to feel that way. Freedom of speech is a right we all have, and speaking our opinions encourages others to share their own ideas so well.

Speaking in English may make you feel even more nervous, since it is not your first language. However, you must remember that no one expects you to be perfect. As a student, mistakes are common. Do not focus on other people's opinions. Also, remember that sometimes only making a contribution can help you improve. So listen to what can be helpful and try to pay attention to understanding others' opinions, but it's your learning process.

1. Speaking in English is always easy.
2. We all have the right to freedom of speech.
3. Speaking our minds helps others share their own.
4. Students do not make mistakes.
5. We must pay attention to all criticism.
6. Constructive criticism can be helpful.

3. Read the text about how a person may feel when speaking English and complete them in your notebook. (Pair work)

Speaking my mind is important because...

because...

When I speak English, I feel...

I'm very shy about...

Listening to...

I'm not afraid of...

Following suggestions...

4. Read the story and discuss the questions. (Pair work)

In an interview in Japan, a boy speaks to the soccer player Cristiano Ronaldo. The boy tries to speak in Ronaldo's perfect language, but his pronunciation is not perfect. Some people in the audience laugh at the situation. However, Ronaldo defends the boy by explaining that the boy is making a significant effort. Besides, he appreciates the boy's interest and thanks him.

1. Is imperfect pronunciation a reason for laughing?
2. How do you think the boy feels about the audience's and Ronaldo's attitudes?
3. What do you think about Ronaldo's attitude?



5 Complete the ideas below.
Open answers.

Some things that make me nervous are...

When I feel nervous...

I stop being nervous when...

6 Read the text and write T (true) or F (false).

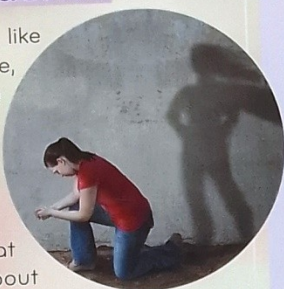
About Confidence

Trying something new, like learning a new language, may sometimes make you nervous. But there are some tricks that may help you control this emotion.

First, remember that we all feel insecure about something, but that feeling comes from the fear of being criticized. Criticism may be negative, but there is also positive criticism, which can help you improve.

Second, you don't need to feel confident at the beginning; sometimes, confidence comes later. Do not let fear stop you from doing great things. For example, actors playing roles, like superheroes. Once they believe their role, they can perform it.

Finally, always remember that, in English classes, your teacher and classmates are there for you. If you don't know how to say something, use gestures, body language or anything to help you!



- 1 ☐ F There is nothing you can do about feeling nervous.
- 2 ☐ T Some criticism may help you improve.
- 3 ☐ T You don't need to feel fully confident when you start something.
- 4 ☐ F You have to feel afraid about asking for help.

7 In your notebook, write a list of things you can do to speak English confidently. Then share it with a classmate. You can complete your list with some of your classmate's ideas. Open answers.

8 In groups of four, look at the example and write down a list of rules to help each other when feeling nervous about speaking English. Share them with your group. Open answers.



We must help our classmates with their doubts.



2

ARE WE WHAT WE WEAR?

OBJECTIVES

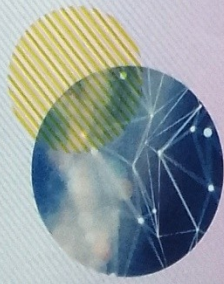
- Identify items of clothing.
- Describe what a person is wearing.
- Talk about personal style.
- Use *whose* and *belong* to ask and answer questions about possessions.
- Understand the structure of an article and write a paragraph for one.
- Reflect on style as an expression of identity.

Read the questions and discuss.

- 1 Do you like choosing clothes to wear? Why?
- 2 Do you wear the same clothes as your friends?
- 3 How do you feel when you wear your favorite clothes and accessories? Why?
- 4 Do you agree that "you are what you wear"? Why?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 29).





FIRST MOVE

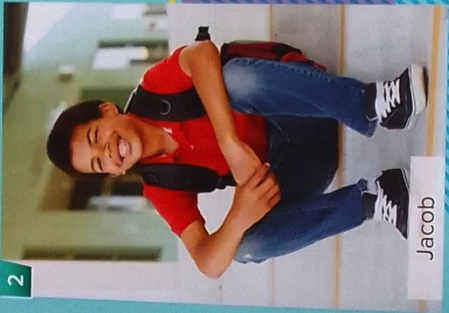


1



Olivia

2



Jacob

3



Chloe

4



5



6



LANGUAGE 1

- 1 Look at the images and complete the sentences. Use a dictionary if necessary.

1



2



- a Julia is wearing a white top, shorts and flip-flops.
- b Mark is wearing a dark red T-shirt, shorts, black socks and blue sneakers.
- c Jessica is wearing a white dress and sandals.
- d Alyssa is wearing a gray T-shirt, jeans and black shoes.
- e Daniel is wearing a black cap, a black hoodie/sweatshirt/sports coat, a green T-shirt, dark pants and white sneakers.
- f Emma is wearing glasses, a black and white jacket, a striped T-shirt, dark jeans and black boots.
- g Sarah is wearing a camouflage sweatshirt, jeans and black sneakers.
- h Nicholas is wearing a blue striped shirt, dark pants and dark brown shoes.

- 2 What are Samuel, Sophia and Lauren wearing?

Suggested answers: Samuel is wearing a dark gray T-shirt, white shorts, gray socks and blue and gray sneakers. Sophia is wearing a dress and flip-flops. Lauren is wearing a black T-shirt, jeans, black socks and black sneakers.

- 3 What are you wearing right now? Open answers.

- 4 Find the synonyms for the underlined words. There is one extra word in the box.

colorful cool elegant informal relaxed

- 1 His casual T-shirt and jeans are completely inappropriate for a job interview at the bank.
informal
- 2 The brand's fall/winter collection is very classy, classic and formal, but in a modern way.
elegant
- 3 Thinking of rich young people, the designers promise a very hip style in their collection.
cool
- 4 He plans to wear a laid-back outfit to the casual wedding ceremony at the beach. relaxed

- 5 Match the words to the definitions.

- 1 edgy
- 2 preppy
- 3 stylish
- 4 trendy
- a [3] fashionable; having impressive style
- b [4] influenced by the most recent fashion ideas
- c [1] different and strange in an interesting or attractive way
- d [2] looking expensive, classic and tidy

- 6 Choose one of the styles from activities 4 or 5 and create a look for it. Then read your description for your classmate to guess the style. Open answers.
- I think someone with this style wears...

LISTENING AND SPEAKING

1 Listen to Chloe. What is she asking her friends about?

- a ☐ The countries where they are from.
- b ☐ The kind of weather they prefer.
- c ☒ What type of clothes they wear.

2 Listen to Chloe's podcast again and number the speakers in the order they appear.



Chloe



Jacob



Olivia



William



Emily



Thomas

3 Complete the following sentences. Then listen again and check your answers.

- 1 Chloe is wearing a dark blue dress and cute sneakers.
- 2 Emily is wearing shorts, a white top and a flannel shirt.
- 3 Jacob is wearing a red polo shirt, jeans and his favorite sneakers.
- 4 Olivia is wearing white sneakers, cropped pants, a jean jacket and a T-shirt.
- 5 Thomas is wearing a white T-shirt, jeans, sneakers, a blue shirt and sunglasses.
- 6 William is wearing a cap, a purple jacket, a purple T-shirt, jeans and new sneakers.

Buzzwords

Comfortable, a good fit.

"They're really **comfy**."

What does "comfy" mean? Look it up!

Pronunciation

4 Listen to Chloe and pay attention to the words in bold. How are they pronounced?
The words in the phrases are connected.

Hi there! If you've **heard any of** my podcasts, you probably know **that I go to an international** school, so I have friends from different countries... and hmm... today I've decided to talk to **some of** the kids **from my school** about what they wear... Hmm, so, let's **check it out**...

5 Listen and practice saying these sentences, connecting the underlined words.

- 1 Why are you all dressed up today?
- 2 This hoodie was a gift from my dad.
- 3 It's cold outside, so put on your coat.
- 4 What are you wearing to the party?
- 5 It's OK, just keep it simple.

6 Are there words that are connected in your language? If so, can you think of any examples? *Open answers.*

7 Work with a classmate to make questions for the answers below. *Suggested answers.*

1 What are you wearing?

Today I'm wearing blue jeans, a T-shirt and black sneakers.

2 What do you usually like to wear?

I usually like to wear clothes that are comfortable and cute.

3 What's your favorite thing to wear?

My favorite thing to wear is my black dress.

4 Why do you like it so much?

I like it because it's trendy and cool, but very comfortable too.

8 Interview your classmate using the questions from activity 7. Take notes in your notebook.
Open answers.

9 Make a presentation about your classmate using the information in activity 8. Record an audio of your presentation and share it with the whole class.

READING

Before Reading

- 1 Scan the text and check the correct answers.

WHOSE TIGHTS ARE THESE?

Dressing superheroes for the big screen

How do we identify superheroes? In short, by a mix of courage, intelligence, sometimes an incredible amount of money and often some superpowers. And, of course, awesome costumes that are only theirs. That's why every hero is different, they have to make a statement!

In comic books, superheroes wear colorful costumes with tights, capes, masks and other details that stimulate the reader's imagination. But when costume designers have to translate that into movies, they need to make everything as realistic as possible, because the costumes have to look cool on real people. Considering that, costume design not only involves a lot of research, creativity and innovation, but it also has to consider cultural identity.

Designers have to look into specific values, beliefs, traditions, habits and other characteristics of certain

communities which differentiate the people that belong to them. In costume design, identity is related to how costumes represent the heroes' different origins, cultures and personalities. Let's take *Black Panther* (2018) as an example: in its futuristic society of Wakanda, the diversity of the tribes is expressed by the use of traditional African geometric patterns, vivid colors and expressive jewelry. King T'Challa's personal guard is composed exclusively of women warriors: their costume is a deep red inspired by the Turkana and Maasai tribes from Kenya, and they wear the typical neck rings (called *idzila*) from the South-African Ndebele tribe.

As we can see, costume design is a key element in superhero movies, helping us understand the characters and identify with them—and consequently, enjoy watching the stories.



The Avengers in comic books and movies.

- 1 What type of text is this?

- a ☐ A letter.
b ☐ A short story.
c ☒ An article.

- 2 Where can you find this text?

- a ☐ In a science-fiction book.
b ☒ In a magazine.
c ☐ In an instruction manual.
d ☒ On a website.
e ☒ In a newspaper.

- 3 What are the objectives of the text?

- a ☐ To give personal information.
b ☐ To make recommendations.
c ☒ To give information about a topic.
d ☐ To tell a story.
e ☒ To interest and entertain the reader.

- 4 What kind of reader is this text for?

- a ☒ People in general.
b ☐ Only experts.

While Reading

2 Read the text and write the number of the paragraph where you can find...

- a differences between superhero costumes in comic books and movies. paragraph 2
- b clothes and accessories as an expression of personal identity. paragraph 3
- c basic characteristics of a superhero. paragraph 1
- d some elements of cultural identity. paragraph 3

3 Read the sentences and check the correct column according to the text.

	✓	✗
1 Superhero costumes in movies are very simple to design – they just have to look cool.		✓
2 The extravagant costumes in comic books stimulate the readers to have more fun using their imagination.	✓	
3 It is important that costumes in movies are identical to the ones in comic books.		✓
4 Superheroes are not real people, so cultural identity does not apply to them.		✓
5 Costume design can influence how much a person likes a superhero movie.	✓	

4 Which of the following costume items are not mentioned in the text?



5 Answer the questions according to the text.

- 1 Why do heroes wear colorful costumes?
To stimulate the reader's imagination.
- 2 What society is depicted in *Black Panther*?
The futuristic society of Wakanda.
- 3 Which tribes inspired the personal guard's costumes?
Turkana, Maasai and Ndebele.
- 4 Where are those tribes located?
In Kenya and in South Africa.
- 5 What is *idzila*?
The typical neck rings from the Ndebele tribe.

After Reading

6 Discuss the questions with your classmates, giving examples. Open answers.

- 1 Do you pay attention to the costumes in the movies you watch? Why?
- 2 What movies and/or series have impressive costumes?
- 3 Do you think costume design is an interesting professional area? Why?

7 According to the text, what we wear is a way to express our identity. Do you agree? Why?
Open answers.

LANGUAGE 2

1 Answer the questions according to the images.



1 Whose tights are these?
They are Spider-Man's.



2 Whose costume is this?
It is Wonder Woman's.



3 Whose mask is this?
It is Batman's.



4 Whose cape is this?
It is Superman's.

2 Look again at activity 1 and answer the questions.

1 What are questions with *whose* about?
They're about possessions.

2 What is the difference between question 1 and the other three questions?

Question 1 is in the plural and the other three questions are in the singular.

3 Consider the beginning of the text from page 30. Circle the correct options to complete the sentences.

How do we identify superheroes? In short, by a mix of courage, intelligence, sometimes an incredible amount of money and often some superpowers. And, of course, awesome costumes that are only theirs. [...]

1 The underlined pronoun *theirs* refers to "Superheroes' costumes" and can be substituted in the sentence by **their costumes** / **they**.

2 Possessive pronouns **are** / **aren't** followed by the noun they refer to.

Whose/Possessive Pronouns

Whose tights are these? They are Spider-Man's.

Use **whose** to ask questions about **possessions**.

Possessive Pronouns

I – mine
you – yours
he – his
she – hers
it – its
we – ours
you – yours
they – theirs

They are Spider-Man's tights. They're **his**.

Use **possessive pronouns** to talk about **possessions**.

4 Complete the sentences with the correct possessive pronoun.

1 These are your boots. They're yours.

2 This is his cap. It's his.

3 That is my T-shirt. It's mine.

4 Those are her shorts. They're hers.

5 These are our socks. They're ours.

5 Cross out the incorrect options.

1 Is this our room? I think it's ~~our~~ / **ours**.

2 I'm not sure if those are my flip-flops or if they're ~~your~~ / **yours**.

3 "Whose sandals are these? Are they ~~your~~ / **yours**, Lily?" "No. ~~My~~ / **Mine** are here."

4 She is their mother, but I don't know ~~her~~ / **hers** name.

- 6 Write questions and answers using *whose* and possessive pronouns.



Whose scarf is this?

It's Paul's. It's his.



Whose flip-flops are these?

They're Alice's. They're hers.



Whose hoodie is this?

It's Daniel's. It's his.



Whose sneakers are these? They're

Mia's and Grace's. They're theirs.

- 7 Read the sentences and answer the question.

The neck rings belong to the Ndebele tribe. They belong to **them**.

What words is "them" replacing?

Ndebele tribe.

Belong to/Object Pronouns

[...] and other characteristics of certain communities that differentiate the people that **belong to them**.

Use **belong to** when talking about **possession** and **property**.

Object Pronouns

I – **me** it – **it**
 you – **you** we – **us**
 he – **him** you – **you**
 she – **her** they – **them**

Object pronouns refer to the **object** of a sentence and usually come **after** the **main verb** and **prepositions** (*to, for, with, at, about* etc.).

- 8 Write sentences about the items in the box and the images. Use *belong to*.

Hawaii and Alaska Microsoft
 The Amazon Rainforest The Beatles' songs
 The Eiffel Tower The Great Wall



- Hawaii and Alaska belong to the United States.
- Microsoft belongs to Bill Gates.
- Most of the Amazon Rainforest belongs to Brazil.
- The Beatles' songs belong to Sir Paul McCartney.
- The Eiffel Tower belongs to France.
- The Great Wall belongs to China.

- 9 Complete the sentences with the object pronouns.

her me them us you

- Can you lend me a pencil sharpener, please?
- He told you a white lie.
- A:** Are these Sarah's jeans?
B: Yes. They belong to her.
- Where are my glasses? I can't find them.
- We're late for Kelly's party. Do you think she is waiting for us?

WRITING

An Article

Before Writing

- 1 Read the article below. Then think of how you would like to complete the second paragraph.



Are we what we wear?

People say that the first impression counts, that the way we dress can say a lot about ourselves. But no! Of course the clothes we wear can help express our identity, but it isn't the only way.

Can you imagine that tall, strong woman who lives down the hall, with the huge French beads, loose jeans and heavy boots as a caring nurse? And...

As you can see, it's not only the clothes we wear that shape our identity. It's our character, it's the way we respect and deal with people that speaks louder than any fancy, trendy or edgy style.

Drafting

- 2 Write the first version of your paragraph based on your plan and using your own words.
- 3 Exchange paragraphs with a classmate. Share your opinions and make suggestions for improvement. Then review and edit your text.

Final Writing

- 4 Write the final version of your complete article. Share it with a classmate.

INVESTIGATE

easy hard impossible

It's _____ to draw conclusions about a person's personality based on what he/she wears.

Collect Data


- Choose a person you often see but don't know very well (for example, a student from another grade at your school or a friend's brother/sister).
- Observe this person every day for about a week and take notes on the clothes and accessories he/she wears.
- Note the person's style. Can you see a pattern in the kind of clothes he/she wears?

Analyze the Data

- Based on your notes, make a few deductions about that person, answering these questions:
 - What are some of his/her main personality traits? (e.g.: creative, funny, lazy, organized, shy, sociable etc.)
 - What are some of his/her personal interests? (e.g.: favorite kinds of music and movies; favorite types of books; favorite kinds of physical activity and sports etc.)
- Check if your deductions are correct or not by talking to the person and asking if he/she agrees with you.

Draw a Conclusion

It's _____ to draw conclusions about a person's personality based on what he/she wears.

- 1  Talk to a classmate. Compare your conclusions and discuss these questions.

- 1 Can the saying "Don't judge a book by its cover." be applied to people? Why?
- 2 In your opinion, do your clothes express your true identity and personality? Why?
- 3 How do you think uniforms affect the way people see and relate to each other? Can you think of any advantages or disadvantages of uniforms?

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LOCAL AND GLOBAL

1 Look at the images and discuss the questions with a classmate. *Open answers.*



Teenagers from Mali, Iran and Myanmar.



- 1 What types of clothes do you think are commonly worn by teenagers around the world?
- 2 How similar/different are your clothes from the ones in the images?

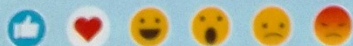
2 Research and take notes. *Open answers.*

- 1 Do most teenagers wear similar clothing styles around the world?
- 2 How is the teenagers' style related to their culture?

3 Why is it important to respect people regardless of what they choose to wear? *Open answers.*

IMAGINE

Imagine not buying clothes anymore.



1 Research into the concept. Bring your research to be discussed in class.

2 Read the text and discuss these questions.

- 1 What change in the fashion industry is expressed in the text? *3-D printing technology.*
- 2 Would you like to design your own clothes if the technology presented in the text becomes real? Why? *Open answers.*



Workbook 2

- 1 Read the article and check the fashion industry activities that are mentioned.

Fashion Matters

Whether we think about it or not, what we wear matters. Fashion reflects our natural needs for variation, creativity and belonging. Beyond that, it is an enormous industry that involves billions of dollars, so it is important to consider how it affects our society and the environment.

- Fashion allows us to express our personality, preferences, interests, cultures and so much more, so it is an essential aspect of our lives.
- It generates numerous jobs in all segments of industry, from the production of raw materials and final products all the way to stores everywhere.
- Nowadays, it offers us a lot more options to wear what we want than in the past.
- To make more clothes, the industry needs more fabric, but producing fabrics requires the use of toxic products that contaminate the soil, pollute the water and cause many health problems for workers.
- Production also includes cutting the fabric into specific shapes, but this generates a lot of textile waste that is difficult to be recycled.
- In some cases, people who make the clothes do not get decent payment and because of this, they live in poverty and terrible conditions.

Considering all this, it is important to choose and buy consciously. Fortunately, there are ways we can contribute to reducing fashion's negative impacts, for example:

- not buying items that we do not really need;
- knowing where our clothes come from and who makes them;
- looking for producers that recycle or reuse materials.

So, next time we are in a store, let's remember that fashion really matters and that this includes our own clothes.

- a ☐ design of new styles and trends
 b ☒ production of fabrics and other materials
 c ☒ production of clothes and other items
 d ☒ sending the items to stores around the world
 e ☒ consumers buying the items
 f ☐ used clothes being discarded

- 2 Answer the questions according to the article.

- 1 How does the fashion industry impact the environment negatively?

It requires the use of toxic products that contaminate the soil and pollute the water, and it also generates a lot of textile waste.

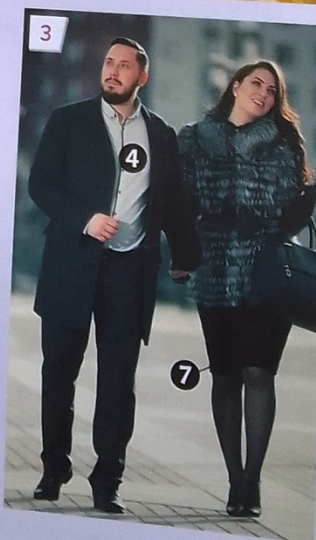
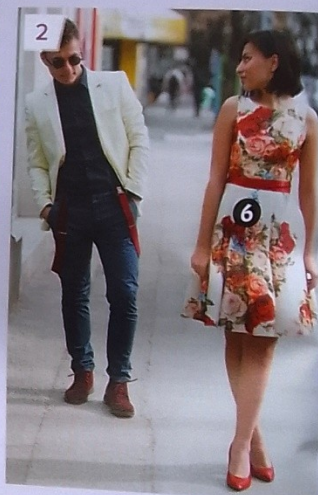
- 2 How does the fashion industry impact its workers negatively?

The use of toxic products causes many health problems for workers. They don't get decent payment and, because of this, they live in poverty and terrible conditions.

- 3 How can we help reduce the negative impacts of the fashion industry?

By not buying items that we do not really need; knowing where our clothes come from and who makes them; and looking for producers that recycle or reuse materials.

- 3 Look at the people in the images and describe their style.



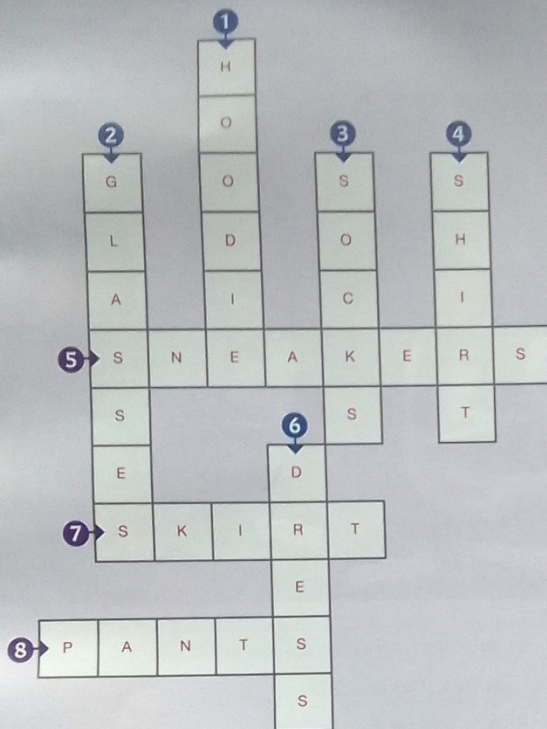
1 laid-back

2 preppy

3 classy

4 trendy

- 4 Complete the crossword puzzle with the numbered items in the images from activity 3.



- 5 Write true answers to the questions. *Open answers.*

- 1 Whose book is this?

- 2 Whose pen or pencil are you using?

- 3 Whose house or apartment do you live in?

- 4 Whose songs do you like to listen to?

- 6 Rewrite the sentences replacing the words in bold with an object pronoun.

- 1 This computer belongs to **Joshua's sister**.
This computer belongs to her.

- 2 Charlotte is waiting for **her father**.
Charlotte is waiting for him.

- 3 Jason walks to school with **Andrew and Ruby** every day.
Jason walks to school with them every day.

- 4 These dresses belong to **Hannah and me**.
These dresses belong to us.

- 7 Complete the sentences with the correct possessive pronouns.

- 1 These are my glasses. They're mine.
- 2 That's Nick's coat. It's his.
- 3 Those are Sarah's sandals. They're hers.
- 4 This is our car. It's ours.
- 5 Emma, these are your flip-flops. They're yours.

- 8 Fill in the blanks using *whose*, a possessive pronoun or an object pronoun.

When Samuel is on vacation, he always goes to the beach with his family. He loves everything about it, except having to share a room with his sister, Sophia. He doesn't like ⁽¹⁾ it because she always makes a big mess. He makes his bed, but she doesn't make ⁽²⁾ hers and always leaves her things all over the room. Sometimes their parents get angry and ask, " ⁽³⁾ Whose mess is this?" Samuel tells ⁽⁴⁾ them, "These things don't belong to ⁽⁵⁾ me. ⁽⁶⁾ Mine are tidy and neat." But, unfortunately, in the end he always has to help Sophia organize her things.

- 9 Write a short paragraph about your fashion habits. Use the questions below to guide you. *Open answers.*

- What's your style?
- How do you get your clothes? Do you buy them or does someone buy them for you?
- What are your favorite colors and clothing items?
- How often do you buy clothes and accessories?
- Where do you usually buy your clothes? Do you like any specific stores? Why?
- What do you do with the clothes you don't wear anymore?

Review 2

- 1 Listen to Chloe talking about her style and circle the words she mentions. Then answer the questions.

casual classic edgy hip laid-back
preppy stylish trendy

Which words from the box does Chloe use to describe clothes...

- a she wears? casual, classic, preppy
b she doesn't wear? hip, edgy

- 2 Listen to Chloe again and check the items of clothing she mentions.



- 3 Look at the image and complete the dialogues with the word *whose* or a possessive pronoun.



- 1 A: Whose glasses are those? Are they Georgia's?
B: Yes, they're hers.
2 A: Is that Oliver's hoodie?
B: No, it isn't his. It's Joshua's.
3 A: Whose scarf is that? Is it Charlotte's?
B: No, it isn't hers. It's Ruby's.
4 A: Is that Joshua's cap?
B: Yes, it's his.
5 A: Whose shirt is that? Is it yours, Oliver?
B: Yes, it's mine. It's my favorite shirt.

- 4 Choose a person from activity 3 and describe what he/she is wearing. *Open answers.*

- 5 Circle the correct word to complete each sentence.

- 1 I'm sure this coat belongs to I / me / mine because it has my name on the tag.
2 Ethan, does this pair of underwear belong to you? Or is it his / yours / your brother's?
3 Does he know if these are he / his / him socks?
4 Aren't we confusing our flip-flops with them / their / theirs? I don't think these belong to we / us / ours.

Branch Out

Who Am I?

1 Discuss in pairs. Open answers.

- 1 What does "don't judge a book by its cover" mean?
- 2 Do you agree with this saying?

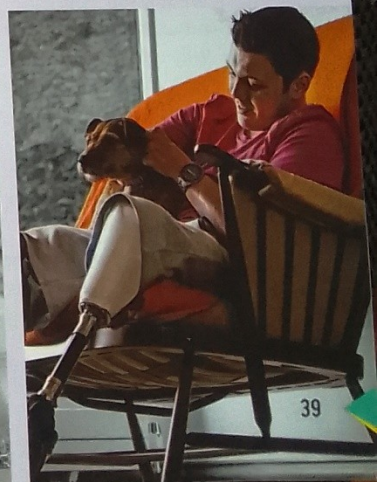
2 Listen to people talking about themselves. Complete the chart with the information you think is right, according to what you hear. Open answers.

	Physical description	Clothing	Would you like to meet this person? Why?	What do you have in common?
Sheila				
Debra				
Amina				
Kris				
Pete				
Andy				

3 Go to page 88 and check if your guesses in activity 2 were right.

4 Play the "Who am I?" game.

- 1 Get together in groups of four.
- 2 Write a description for one of the images below. Do not give details that could easily reveal the image you've chosen.
- 3 Change groups and read the description to your classmates.
- 4 Check how many of your classmates got the correct answer.
- 5 Go back to your original group. Discuss your classmates' answers.
- 6 Who judged a book by its cover?



Basic Supplies



spandex or fabric



different types of paper in various colors



items for decoration (glitter, stars, sequins etc.)



measuring tape



pencil, eraser, markers, scissors, glue (for paper and fabric), tape etc.

Action

- 1 Think about what hero you would like to dress like and what your costume will look like.
- 2 Choose 2 or 3 colors for your costume.
- 3 Create a logo.
- 4 Decide on the general and basic shapes of the costume.
- 5 Choose the accessories (mask, cape, armbands, belt etc.).

Problem-solving

- ▶ Does your hero have any superpowers? If so, are the powers going to be represented in the design of the costume?
- ▶ What is the symbolism of the logo? How can it help people identify your hero?
- ▶ Why are the accessories necessary? How do they help your hero in action?
- ▶ How can you cut the spandex into a specific shape? Can you draw on it?

- 6 Measure and define the size and shape of the parts of your costume.
- 7 Decide on what kind of material you are going to use for each part.
- 8 Design and cut out the parts of the costume.

- 9 Test and try on each part to make sure they fit you.
- 10 Put the parts together and decorate your costume.

Problem-solving

- ▶ For what parts of your costume is spandex more useful? Is there enough for these parts?
- ▶ Do you have to wear any specific clothes under your costume? Are your regular clothes going to be visible under it? If so, how can your clothes complement your costume?
- ▶ Is it possible to attach other materials to the fabric? If so, how can you do it?
- ▶ What kind of decoration would make your superhero stand out? Which parts of the costume should attract more attention?

- 11 Put your costume on.
- 12 Tell your friends about your costume and your hero. Take pictures or record a video.

Assessment

- ▶ Does your cosplay costume look how you imagined it initially?
- ▶ Do you like the result? Why?
- ▶ Did you have any difficulties making it? If so, what were they?

Video

Sophie's Costume

1 Watch the video and put the steps of a cosplay project in the correct order.

- | | | | | | |
|---|---|--------------------|---|---|------------------------|
| a | 5 | take pictures | d | 4 | do cosplay |
| b | 6 | make a video | e | 2 | build/make the costume |
| c | 1 | design the costume | f | 3 | dress up |



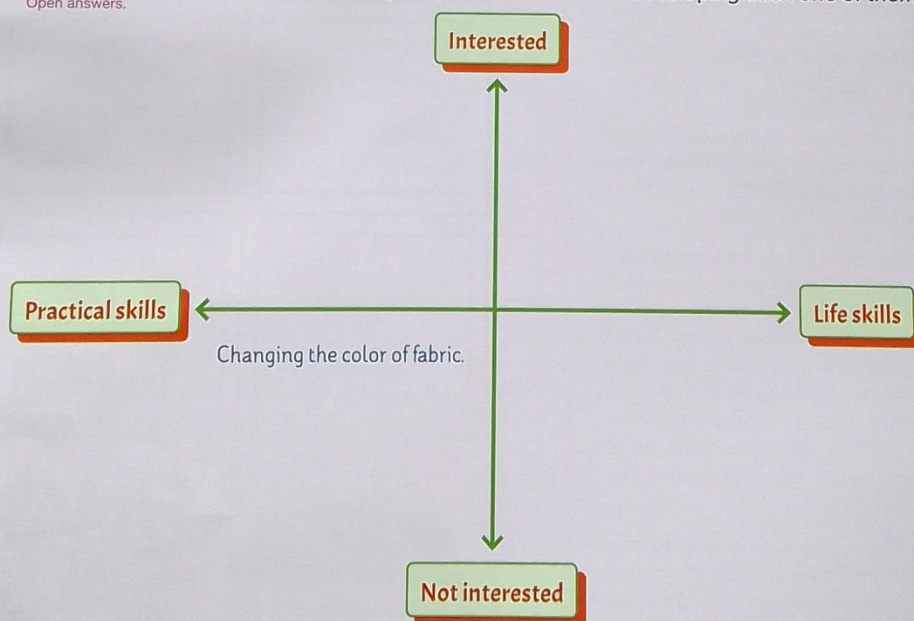
2 Write T (true) or F (false).

- 1 ☐ F Sophie makes a cosplay outfit every year.
- 2 ☐ F People usually make their costumes in a day or two.
- 3 ☐ T Sophie thinks you can learn many useful skills from cosplay.
- 4 ☐ F She used her costume only once.
- 5 ☐ T Sophie took part in a contest, but she didn't win.
- 6 ☐ T She made new friends with interests similar to hers.

3 Watch the video again. Then finish Sophie's sentences and compare your answers with what she says in the video.

- 1 "One of the things that I realized I really love about cosplay is that _____ it kind of forces you to learn new skills all the time."
- 2 "So, of course, if you make your own costumes, you will learn all these different things that you need to _____ learn in order to actually make the costume."
- 3 "But then it also teaches you about _____ all these things that you would never even think about."

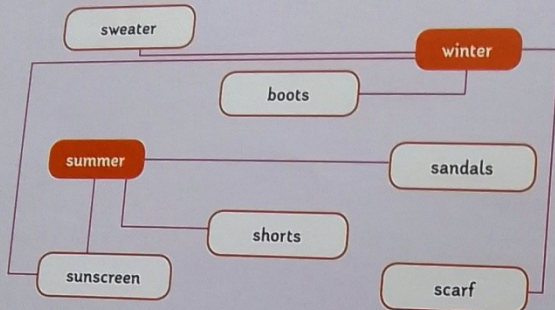
4 Think about different skills that Sophie had to learn during her project. Arrange the skills along the chart according to the types of skills and your personal interest in developing each one of them.
Open answers.



5 Project Time! Follow your teacher's instructions and do as proposed.

- 1 Match the products to the seasons in which you usually buy them, without crossing the lines. Compare your ideas with a classmate.

Suggested answers:



- 2 Read the text and complete the sentences.

Supply and Demand

Have you ever noticed how the price of a product can change depending on when you want to buy it? For example, when you want to buy a sweater in the middle of winter, the price may be too high, but wait for the beginning of spring and then the price drops. This is because many people want a sweater in winter and the companies can increase the prices; but since few people may want to buy a sweater in spring or summer, the prices decrease. We call this the law of supply and demand. This system helps the companies increase their earnings and reduce their losses.

However, why do many products, like sandals or swimsuits, cost less in summer? Or maybe school supplies are cheaper in December and January? Well, you must remember that when a company sells many items of the same product, they can reduce the price of each item and still earn money. We call this seasonal offers, and they occur because companies know these are guaranteed sales.

The best advice for a purchase is to pay attention to offers for the specific things you want to buy and compare prices at different times of the year.

- 1 I want to buy my school supplies. The best time to buy them is in December or January, when they cost less.

- 2 When many people want a product and it is in short supply, its price increases.

- 3 Companies make offers when they know they can sell many products because they can reduce the price of each product and still earn money (through the sale of many of them).

- 4 The best way to know if a product's price was lowered is to compare it with the price of the same product sold in another season or period of time.

- 5 The law of supply and demand helps companies to increase their earnings and reduce their losses.

- 3 Make a list of products that you want. Write them below the seasons when you consider it is the best time to buy them. Discuss your options with two classmates and add some ideas from their lists. Be prepared to share your ideas with the rest of the class. Open answers.

SPRING	SUMMER
FALL	WINTER



FINAL SALE

- 4 Read the options and check the three cheapest ones.

- a ☒ coffee from a small coffee shop
- b ☐ coffee from a big coffee chain
- c ☒ popcorn from your regular shop
- d ☐ popcorn from the cinema
- e ☐ soda at a concert
- f ☒ soda from your regular shop

- 5 Read the text and check if the statements are true or false.

Prices Change

In many cases, the price of a product changes according to where you buy it. For example, at events like concerts, sellers increase their prices because you have fewer options to buy anywhere else.

Also, you pay for other services besides the main product. For example, a coffee may be cheap, but when you buy it in a major brand coffee shop, you also pay for the brand itself and for staying in the place, since large companies consider that their brands imply a difference of status.

But there are other reasons why prices differ. Prices may differ because of a difference in quality of the products or services, or there may be different supplier deals. One store may buy directly from the maker of the product, and not from a distributor. Also, the availability of the product—supply and demand—can affect prices.



	True	False
1 Products always have standard prices.		<input checked="" type="checkbox"/>
2 The owners of the shops can decide to increase the prices.	<input checked="" type="checkbox"/>	
3 You can choose where to buy your products.	<input checked="" type="checkbox"/>	
4 You can find the same products with different prices, depending on where you buy them.	<input checked="" type="checkbox"/>	
5 You never pay for more than the main product you buy.		<input checked="" type="checkbox"/>



- 6 In groups of three, perform two role-plays based on the following situations. What would you decide to buy? Change roles and take turns for each case.

- ▶ You go to a shop where the price of a product is higher than in a different shop. Try to convince the manager to reduce the price.
- ▶ You find an item which is very expensive in one shop, but very cheap in another shop. Find out why this is happening.

- 7 Make a list of some products you regularly buy and their prices in different places. Compare them with a classmate. Write your conclusions below.

Open answers.

3 INTERESTS AND TALENTS

OBJECTIVES:

- Talk about talents, careers and interests.
- Identify personal interests, abilities, strengths and weaknesses.
- Express opinions on different professions.
- Identify characteristics of exchange ads and understand their purpose.
- Use *can* to talk about abilities.
- Write an exchange ad.
- Investigate how many people students know whose careers match their teenage interests and talents.
- Reflect on the importance of self-knowledge when choosing a career.

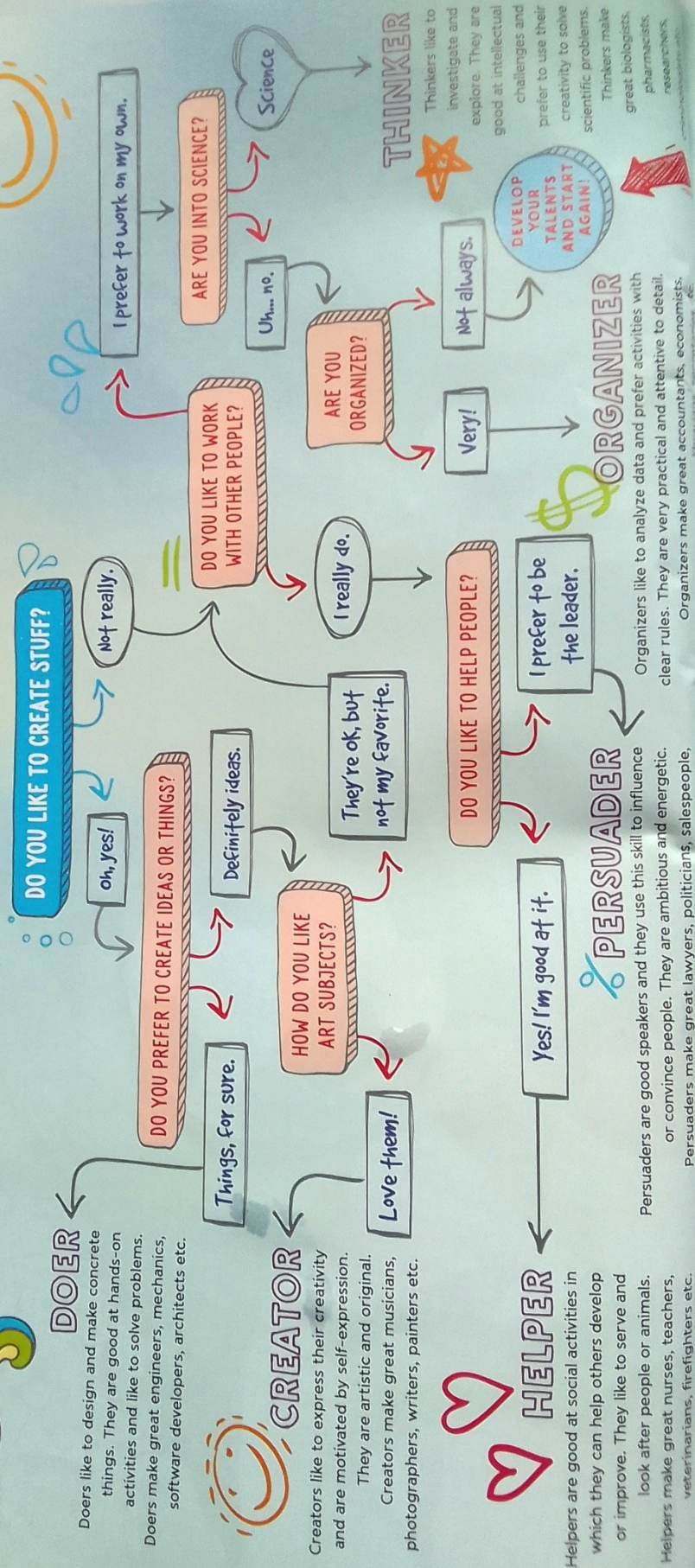
Read the questions and discuss.

- 1 What are your talents and interests?
- 2 What do you do to develop your talents?
- 3 Do you want to have the same job as any of your relatives when you grow up?
- 4 What professions are the most rewarding in your opinion?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 39).

FIRST MOVE

WHAT ARE YOUR TALENTS AND APTITUDES?



FIRST MOVE

1 Based on the flowchart, answer the following questions.
Open answers.

- 1 What kind of person are you? _____
- 2 Do you agree with the result? Why? _____

2 Now talk to five classmates and ask them the same questions. Write your findings below. Open answers.

	Friend's name	Kind of person	Agree or not?
1			
2			
3			
4			
5			

3 What are the similarities and differences between you and your friends? Check the sentence that applies. Open answers.

- 1 ☐ My friends and I are completely different.
- 2 ☐ My friends and I are mostly different.
- 3 ☐ My friends and I are mostly similar.
- 4 ☐ My friends and I are completely similar.

4 Is the information in the flowchart useful? Why? Open answers.

React!

5 Write a comment about the flowchart. Open answers.



Nolan I don't know if I agree with the result. My parents tell me that I'm a good speaker and that I am ambitious. But according to the flowchart I'm a doer. Is it possible to be more than one kind?

April 10, 2020 at 6:25 pm Reply



Julie I loved it! I didn't know there were so many possibilities... I'm surely good at social activities, but I also like clear rules. And I have to confess that there are other talents that suit my personality.

April 6, 2020 at 4:00 pm Reply



Adrian I'm a creator and so is my friend Daryl. I think that's why we are best friends!

March 30, 2020 at 9:30 am Reply



I Wonder

6 Write a question about a career you would like to know more about. Then look for the answer. Open answers.

LANGUAGE 1

1 Label the images using the words from the box.

accountant engineer lawyer nurse
salesperson software developer



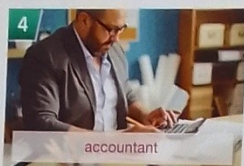
engineer



software developer



lawyer



accountant



nurse



salesperson

2 Check the correct action to complete the sentences according to what each professional does. Use the dictionary when necessary.

1 Nurses _____ people who are sick.

a ☒ look after

b ☐ solve

2 Salespeople _____ different kinds of products.

a ☐ develop

b ☒ sell

3 Teachers frequently have to _____, especially at big meetings and events.

a ☐ design in public

b ☒ speak in public

4 Accountants _____ data and examine the records of money received or paid. They also _____ strategies to keep track of people's taxes.

a ☒ analyze; develop

b ☐ solve; speak

5 People take courses to learn how to _____ like a lawyer.

a ☐ look after

b ☒ negotiate

6 Engineers like to _____ new concepts and _____ problems.

a ☒ design; solve

b ☐ solve; design

3 Use the professions in activity 1 and the actions in activity 2 to describe what the professionals are doing in the images.



The engineer is designing a new car.



The nurse is looking after the patient/ lady.



The salesperson is selling clothes.



Suggested answers: The accountant/lawyer/teacher is speaking in public.

4 Discuss the questions below with a classmate.
Open answers.

1 Is it easy for you to speak in public? How do you feel?

2 Do you negotiate anything with your parents/ relatives? What?

3 Do you like to look after pets? Why?

4 Is there anything you want to sell? What?

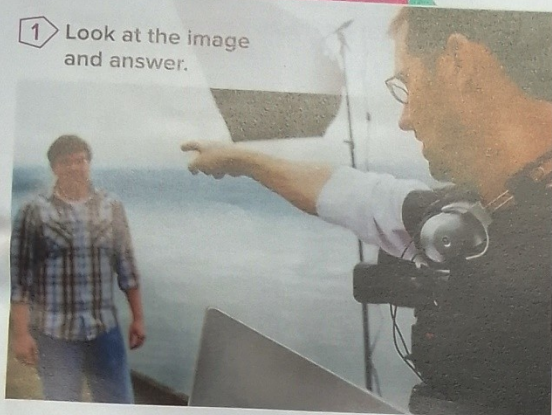
5 Would you like to design your own clothes? Why?

6 What do you need to do to develop your talents?

5 Go back to the flowchart on page 46 and read your result again. Which of the professions listed in your result are you most interested in? Why? Open answers.

LISTENING AND SPEAKING

- 1 Look at the image and answer.



- 1 Who are the people in the image? A director and an actor.
2 What is happening? Suggested answers: They are filming a movie/TV show. / They are preparing to film a scene.

- 2 Listen to the conversation between the director and the actors of a new TV show. Match the actors to the roles they play.



- a 1 bus driver d 5 salesperson
b 3 firefighter e 4 doctor
c 6 police officer f 2 teacher

- 3 Listen to the conversation between the director and the actors again. Then circle the correct words to complete the sentences according to what happens in the show.

- 1 It is a very busy day / night and there is an accident involving a school bus and a car.
2 Susan hears a loud noise and runs to the street / shoe store.
3 Thomas looks happy / worried because there are a lot of people on the street.
4 Simon is taking care of the teachers / kids who are very shook up.
5 Roger is getting to the accident scene / school bus in a hurry.
6 The street / bus is on fire.

Buzzwords

Shocked, disturbed, upset.

"He is looking after the kids who are very **shook up**."
What does "shook up" mean? Look it up!

- 4 In small groups, role-play a conversation between a director and some actors. Use the questions below to plan the scene. Open answers.

- 1 Where is the scene?
2 Who are the characters? What are their jobs?
3 What is happening in the scene?
4 What is each character doing?
5 How are the characters feeling?



READING

Before Reading

1 Scan the text below and check all the correct answers.

DOG WALKER
My name is Jason Brown and I work as a dog walker in the evenings. If you don't have time to walk your dog to keep it fit and healthy, I am here to help you!
I really love dogs. I myself have two! I need some guitar classes. I can play the guitar, but I'm not an expert at all and I have a lot to learn.
I still have some hours available, so hurry up!

MATH TUTOR
Hi there! My name is Barbara Jackson. I'm very good at Math and I have the best grades at school. So, if you need it, I can help with Math.
I have some evenings available and I would love to have some help with Spanish. I really need to improve my performance at school and practice the language.
Can you speak Spanish well? If so, talk to me, please.

SPANISH TUTOR
Hi! I'm Stephanie Smith. I really need a Math tutor to improve my grades at school.
I am very dedicated, you will see! I can speak Spanish very well. If you need any help, we have a deal!
I have some experience with kids too.

GUITAR LESSONS
My name is Alvin Taylor. I can play the guitar very well. It's my favorite pastime. If you want to learn how to play or to improve your abilities, hit the information button right now!
But what I really need is someone to walk my dog, Spirit. I hurt my leg and I can't walk her anymore. She really needs it!
I have evenings available for the lessons.

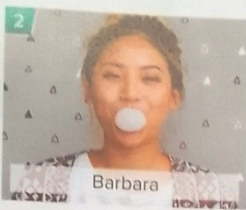
- Where do you see this kind of text?
 - ☐ In a newspaper.
 - ☐ In a manual.
 - ☒ On a website.
- What are some characteristics of this text?
 - ☒ There is a title and an image.
 - ☐ The text is very long.
 - ☒ It's written in the first person.
- Who reads this kind of text?
 - ☒ People who like to use the internet.
 - ☐ People who only read books.
 - ☒ People who want to offer help and get something in exchange.
- What's the purpose of this kind of text?
 - ☒ Offer a service or job.
 - ☐ Sell products and pets.
 - ☒ Inform about the talents people want to exchange.
- What kind of text is it?
 - ☐ It's a piece of news.
 - ☒ It's an exchange ad.
 - ☐ It's an ad for products.
- What probably happens when you click on the button "click here for more information"?
 - ☒ You see the person's e-mail or contact number.
 - ☐ You see the person's home address.
 - ☐ You are directed to another person's page.

While Reading

2 Read the ads and match the people to what they need help with.



Stephanie



Barbara



Jason



Alvin



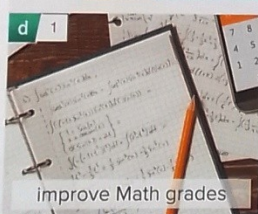
practice Spanish



learn to play the guitar



walk the dog



improve Math grades

3 Read the ads again and answer.

- 1 What is the job Jason is offering? Dog walker.
- 2 When does Jason work? In the evenings.
- 3 What is Barbara good at? She's good at Math.
- 4 Does Barbara have afternoons available?
No, she doesn't. She has evenings available.
- 5 What language can Stephanie speak?
Spanish.
- 6 Does Stephanie have some experience with kids?
Yes, she does.
- 7 What is Alvin's favorite pastime? To play the guitar.
- 8 When is Alvin available for lessons? In the evenings.

4 Based on the needs and talents of the people who posted the ads for exchanging services, what are the two best matches?



5 In the ads, find a synonym for...

- a in good physical shape: fit
- b specialist: expert
- c be quick: hurry up
- d achievements: performance
- e an agreement: a deal
- f click: hit

6 Are you interested in any of the services offered in the ads? Why? Open answers.

After Reading

7 In your opinion, are these websites effective?
Open answers.

8 What talent would you like to exchange? Open answers.

LANGUAGE 2

- 1 Read the ads on page 50 again and find a word that appears before a verb that expresses...

a ability: can b lack of ability: can't

Can – for abilities

Affirmative

Alvin **can** play the guitar very well.
Software developers **can** design computer programs.

Negative

I **can't** walk my dog.
They're too young; they **can't** solve complicated Math problems.

Interrogative

Can you speak Spanish well?
Can they design a new logo for our team?

Short Answers

Yes, I **can**. Yes, he/she/they **can**.
No, I **can't**. No, he/she/they **can't**.

We use **can** to express ability and **cannot (can't)** to express lack of ability.

- 2 Read the statements. Then write sentences using **can** or **can't**.

- Tommy is the band's guitar player. He is a great musician!
Tommy can play the guitar very well.
- Surgeons operate on patients. Nurses don't do that.
Nurses can't operate on patients.
- The baby is too young to eat by himself, he needs his parents' help.
The baby can't eat by himself.
- Help me solve this Math problem. It's too difficult for me.
I can't solve this Math problem.
- My dad is an accountant. I think it's impressive how quickly he analyzes a lot of data.
My dad can analyze a lot of data (very) quickly.
- Claire is a great salesperson. She sells absolutely anything!
Claire can sell (absolutely) anything.

- 3 Write questions and short answers. Follow the example below.



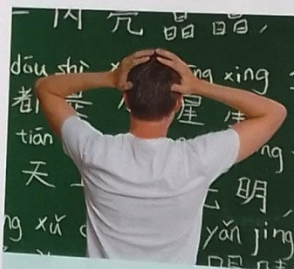
- 1 drive
Can he drive?
Yes, he can.



- 2 play soccer
Can they play soccer?
Yes, they can.



- 3 cook
Can she cook?
No, she can't.



- 4 understand Chinese
Can he understand Chinese?
No, he can't.



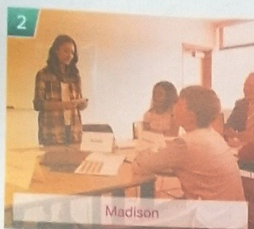
- 5 play the piano
Can she play the piano?
Yes, she can.



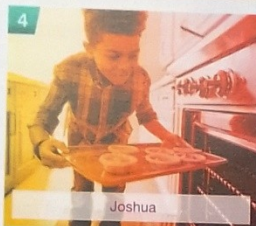
- 6 walk
Can they walk?
No, they can't.

- 4 Listen to four people describing their abilities. Match the names to the images that represent what they can do. Not all images will be used.

Joshua Madison Nathan Tiana



Madison



Joshua



Tiana



Nathan

Pronunciation

- 5 Listen to Tiana's sentences from activity 4 again and notice how she pronounces *can* and *can't*.

I **can** create and develop simple computer programs.

I **can't** cook anything!

- 6 Listen to the sentences, pay attention to the pronunciation and circle *can* or *can't*.

- Martha **can** / **can't** play soccer.
- My parents **can** / **can't** understand Japanese.
- Juliet **can** / **can't** sing very well.
- Louis **can** / **can't** dance ballet.
- The students **can** / **can't** write in English.

- 7 Using the abilities represented in the images from activity 4, work with a classmate and ask and answer questions about what you can or can't do.

develop simple computer programs
keep your things organized look after animals
make delicious meals play basketball
speak in public

A: Can you play basketball?

B: Yes, I can. / No, I can't.

- 8 Write sentences about what your classmates can or can't do. Open answers.

- 9 Read the text below, in which a boy talks about his abilities. Then complete it with *can* or *can't* and the verbs from the box.

create draw play run write



Well, I like to do a lot of things, but what I like most is to read comics. I (1) can draw quite well and I (2) can create good short stories too. I (3) can't write in perfect English yet, but I'm studying hard to learn the language. I think that a good career for me is to be a cartoonist. Besides that, I love sports and I (4) can play soccer and volleyball. I'm on the school soccer team. Because I (5) can't run very fast, I'm usually the goalkeeper!

- 10 Read the text in activity 9 again and write a similar text about your abilities. Open answers.

WRITING

An Exchange Ad

Before Writing

1 Plan your ad. *Open answers.*

- 1 What can you teach/offer others?
- 2 What do you want to learn or get in exchange?
- 3 What is your availability?

Drafting

2 Write a draft of your ad.

3 Share your draft with a classmate and ask for his/her opinion. Make any necessary changes.

Final Writing

4 Write the final version of your ad. Remember to add a picture of yourself. Then share it with the whole class.

INVESTIGATE

Most Some Few
_____ people I know have careers that match their teenage interests and talents.

Collect Data

- Talk to adults you know and ask them about their interests and talents at the age of 13.
- Also, talk to them about their careers.
- Ask them if they think their careers match (or are related to) their teenage interests and talents.
- Organize your findings in a chart.

Name	Interests and talents at the age of 13	Career now

Analyze the Data

- How many people have careers that match their interests and talents from when they were 13?
- How many people have careers that don't match their interests and talents from when they were 13?

Draw a Conclusion

_____ people I know have careers that match their teenage interests and talents.

1 Reflect on your conclusion and discuss.

- 1 Are you surprised by the results? Why?
- 2 Why do you think some people have careers that don't match their interests and talents at 13?
- 3 Are the interests and talents mentioned in the interviews similar to yours?

LOCAL AND GLOBAL

- 1 Read the text below and discuss it with a classmate. *Open answers.*

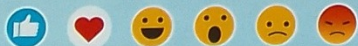


Vocational courses teach students life skills related to a profession. It generally provides them with hands-on instruction and offers a variety of opportunities and experiences in areas such as art and design, construction, hair styling, accounting, information technology, agriculture etc. In some countries, students have vocational courses as part of the regular middle and high school curriculum.

- 1 Do you think it's important for students to learn vocational skills at school? Why?
 - 2 Which vocational skills would you like to learn? Why?
- 2 Choose an English-speaking country and research about schools that offer vocational courses there. *Open answers.*
- 1 Are these courses part of the school curriculum or are they extra courses?
 - 2 What kind of courses are there?
 - 3 Are there restrictions or recommendations for students who want to take these courses?
- 3 Are there vocational courses at your school? Would you like to have them? If so, which ones? What can you do about it? *Open answers.*

IMAGINE

Imagine having a high-paying career.



- 1 Research into the concept. Bring your research to be discussed in class.
- 2 Read the text. Then discuss the following questions with a classmate. *Open answers.*
- 1 Does the information in the text surprise you?
 - 2 What's your opinion about the careers mentioned in the text?
 - 3 Would you consider any of them for your future? Why?
 - 4 Do you know anyone who suffers from stress? Is the stress related to his/her work? What do you think he/she should do?



Workbook 3


- 1 Read the exchange ad and choose the best title for it.

- a ☐ Organization Guru
b ☐ Personal Helper
c ☒ Cooking Lessons

Q www.rs2a.com.br

Hi, guys! My name is Brianna. I'm 16 and my parents run a small restaurant near the university campus. I'm a very good cook and I help them frequently in the restaurant kitchen. It's quite fun! I can make all sorts of dishes—my specialty is Italian food. I can also make some desserts, like puddings, cheesecakes and cakes. So, between the hours I spend at school and the hours I spend helping at the restaurant, I have very little time left for household chores. And my bedroom is a real mess! I don't know how to keep it tidy and I really need someone to give me a hand. I'm usually available on Sundays all day. So, if you're good at organizing and you'd like to learn how to cook, click on the button below and we have a deal!

CLICK HERE FOR MORE INFORMATION



- 2 Read the ad again and circle the correct options to complete the sentences.

- 1 Brianna's parents' restaurant is located close to / inside the university campus.
2 Italian food is the kind of food which Brianna prefers to eat / make.
3 Brianna has a lot of / doesn't have much free time.
4 Her bedroom is / isn't organized.
5 She is always / generally available on Sundays.
6 She is offering her cooking / organization skills in exchange for someone else's cooking / organization skills.

- 3 Considering the ad, what is possible to infer about Brianna? Check all the correct statements.

- a ☐ She also makes Italian desserts.
b ☐ She cooks at home frequently.
c ☒ She likes to help her parents at the restaurant.
d ☐ She spends more time at school than at the restaurant.
e ☒ She is busy on Saturdays.


- 4 Find a word or an expression in the ad that means...

- a manage: run
b tasks: chores
c help: give a hand
d clean and neat: tidy

- 5 Imagine you are a perfect match for Brianna from activity 1. Write an exchange ad offering your services and asking for her services in return. Open answers.

Q www.rs2a.com.br

SKILLED ORGANIZER

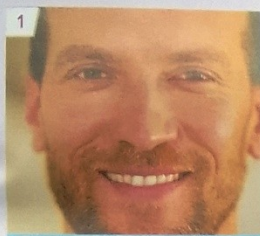


CLICK HERE FOR MORE INFORMATION

- 6 Match the words in the columns to form collocations. In some cases there might be more than one possible answer.

- | | |
|-------------|---|
| 1 design | a <input type="checkbox"/> 1, 2 concepts |
| 2 develop | b <input type="checkbox"/> 6 in public |
| 3 look | c <input type="checkbox"/> 3 after people |
| 4 negotiate | d <input type="checkbox"/> 5 problems |
| 5 solve | e <input type="checkbox"/> 2, 4 rules |
| 6 speak | f <input type="checkbox"/> 1, 2, 4 strategies |

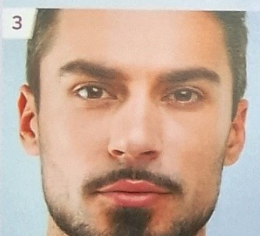
7 Read what these people have to say about their talents and careers and write the name of their professions. Use the jobs listed in activity 1, page 48.



nurse
I'm really good with people. I love to take care of those who are sick and need my help.



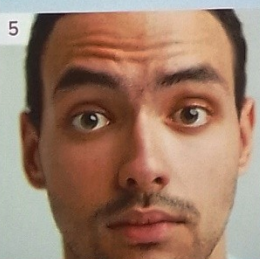
salesperson
I think I'm very convincing. I usually persuade people to buy anything I'm selling.



accountant
I need to be very careful because I have to examine the records of money received or spent.



engineer
What I like most about my job is that I can create new concepts, ideas and projects.



software developer
I love to work with technology. I can create computer games and develop programs for all kinds of purposes.



lawyer
When I'm in court, I have to be a good speaker. But I spend most of my time counseling the clients I represent.

8 Which of the jobs from activity 7 do you think is the most interesting? Why? Open answers.

9 Look at the chart and write sentences about what people can and can't do.

	✓	✗
Beth		
Walter		
Zoey		
Milton		

- Beth can play basketball but she can't sing.
- Walter can cook but he can't play tennis.
- Zoey can speak Spanish but she can't paint.
- Milton can play the piano but he can't ride a bike.

10 Which of the actions in activity 9 can you do? Write affirmative and negative sentences.

Open answers.

11 Use the actions from the box to talk about your family members' abilities. Write affirmative and negative sentences. Open answers.

cook do karate play a musical instrument
play soccer speak English
swim understand sign language

1 My aunt can understand sign language.

-
-
-
-
-
-
-

Review 3

1 Listen to the dialogues and check the correct answers.

Dialogue 1

1 Daniela...

- a ☐ can look after pets.
- b ☐ can't call Corina.
- c ☒ can't take care of plants.

2 Douglas...

- a ☐ can't take care of animals.
- b ☒ can look after cats.
- c ☐ can't work at an animal rescue center.

Dialogue 2

3 Ginny...

- a ☐ can sing.
- b ☒ can't sing.
- c ☐ goes to a music school.

4 Lorelai and Jamie...

- a ☐ can sing.
- b ☐ can play the piano.
- c ☒ can play a musical instrument.

Dialogue 3

5 Louise...

- a ☐ can cook.
- b ☒ can't cook.
- c ☐ can teach cooking.

6 Bill...

- a ☒ can't make sophisticated dishes.
- b ☐ can cook anything.
- c ☐ can't make spaghetti and tomato sauce.

2 Answer the questions with true information about yourself. Open answers.

1 What can you do?

2 What can't you do?

3 Complete the job interview between Jim and Beth with the verbs from the box and can or can't.

communicate design do organize say
solve speak (2x) type (2x)

Beth (1) Can you design computer programs?

No, I (2) can't, Jim
not yet. I'm still learning that at university. But I (3) can organize files very well.

Beth And (4) can you type ?

I (5) can type really fast. In fact, that's what I do best! Jim

Beth That's excellent! And (6) can you speak another language?

I (7) can communicate in Spanish and French, but I (8) can't say a word in German. Jim

Beth OK. What about Italian?

No, I (9) can't speak Italian. Jim

Beth So, we are looking for someone who

(10) can solve problems quickly and efficiently.
(11) Can you do that?

Well, sure. Jim

4 Write about the professionals' abilities. Use affirmative or negative sentences. Open answers.

1 Nurses can look after people. / Nurses can't operate on patients.

2 Engineers

3 Lawyers

4 Salespeople

5 Software developers

6 Teachers

7 Accountants

Video

Growing Cities

1 Watch the video and write T (true) or F (false).

- 1 ☐ F It is mentioned that the way we use land today will impact on the fauna in the near future.
- 2 ☐ T Dan and Andrew want to know more about life in the countryside.
- 3 ☐ F The Brother Nation Farm is in Nebraska.
- 4 ☐ T People who live in the city can grow healthy food on rooftops.



2 Which sentence describes which city? Discuss with your classmate and check the box (one description may apply to more than one city). Then watch the video again and check your answers.

	OMAHA	DETROIT	NEW YORK CITY
1 In the past, people used to grow their own food very near the city.	✓		
2 Most of what we grow now is not for people to eat.	✓		
3 There are many unused spaces.	✓	✓	
4 Most people live in a food desert.		✓	
5 They can buy junk food at grocery stores, but never have any fresh food.		✓	
6 We grow things that you just can't get at the store.		✓	
7 People grow fresh organic food to sell to stores and restaurants.			✓
8 A working rooftop farm is such a new idea that some people find it hard to believe.			✓

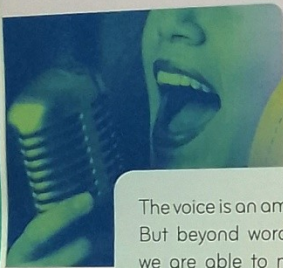
3 Think about the words "food" and "space". Why are they important when comparing the situations in Detroit and New York? Suggested answers: In Detroit, people usually have enough space to grow healthy food at home, but they don't do it. In New York City, on the other hand, people don't have much space, but they find alternatives to grow healthy food at home.

4 Project Time! Follow your teacher's instructions and do as proposed.

1 Join a classmate and test your voice following the steps below. Write down your results.

- 1 In a controlled volume, compare who has the highest range.
- 2 In a controlled volume, compare who has the lowest range.
- 3 Sing a brief part of a song and check who is in tune.
- 4 Sing growling and check who can do it.
- 5 Sing musical notes like Do, Re, Mi and check who can do it right.

2 Read the text and decipher the words. Then complete the sentences with the corresponding words.



Singing

The voice is an amazing resource to communicate. But beyond words, which are quite resourceful, we are able to modulate our voices to express different ideas and emotions. Each voice is unique, and this depends on our anatomy (especially the vocal cords). The pitch, timbre and range are some of the characteristics that differ from one person to another. But how is it that the voice is a musical instrument?

Well, singing depends on technique, as does any kind of art. Singers, for example, can make their voices sound growly, raspy or melodious; they can even make their notes clearly vibrate. Each singer has their own style and range of musical notes (how high or low they can go). And not all singers sing alone. There are whole vocal orchestras or choruses that join their voices to create different effects for the audience.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

a	i	o	n	e
1	12	15	14	5

a	m	a	z	i	n	g
1	13	1	26	9	14	7

n	o	t	e	s
14	15	20	5	19

p	e	r	s	o	n
16	5	18	19	15	14

s	i	n	g
19	9	14	7

s	i	n	g	e	r
19	9	14	7	5	18

1 I like to sing when I'm happy.

2 Do, Re and Mi are some of the musical notes.

3 Each person has a unique voice.

4 Some voices are truly amazing.

5 Some people prefer to sing alone.

6 A singer earns money by singing.

3 Write lyrics for a short song using the words from activity 2. Share your song with a classmate. *Open answers.*

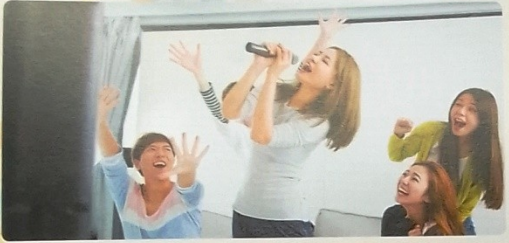
4 Write down the names of three of your favorite singers. Then write a different reason for liking each singer. *Open answers.*

- 5 Cross out the articles that do not belong in the text.

http://www.rs2a.com.br

HOME CONTACT LOGIN

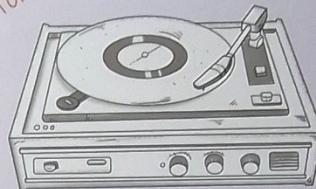
~~The~~ singing is one of the things I like the most. I like hearing my voice reaching different ~~the~~ notes and playing with the different ~~the~~ effects it can produce. The songs I like to sing the most are the ones my dad teaches me. I really like the music of the 70s. Most of the songs are in ~~the~~ English and singing them helps me learn how to ~~the~~ pronounce different words.



- 6 Circle the correct option for each statement.

- Singing is a kind of _____.
 - a art
 - a art
 - ☒ art
- She likes _____ in the shower.
 - a sing
 - ☒ singing
 - c the sing
- I like that song's _____.
 - ☒ lyrics
 - b the lyrics
 - c a lyrics
- He is afraid of _____ alone.
 - a the singing
 - b a singing
 - ☒ singing
- I like _____ of this singer.
 - a a voice
 - ☒ the voice
 - c voice

What is your favorite song? Why?



- 7 Write down a part of the lyrics of a song you like. Then underline the definite article "the".

Open answers.

- 8 Songs can generate social awareness of different topics. In groups of three, discuss some of the songs you know that fit in this category. Open answers.

- What topics are the songs presenting?
- How do these songs help?

Maker Zone

Singing along with different voices allows us to create different effects and harmonies.

- In groups of five, pick contrasting voices for your group.
- Look for different videos of choral groups.
- Look also for people doing different effects with their voices, perhaps imitating animals or beatboxing.
- Together, choose your favorite techniques and effects.
- Match up the sounds and ideas to create your own song. You may also decide to add lyrics.
- Have fun trying out different ideas, rhythms and effects until you reach a result you like.
- Record a video/audio of you singing the whole song and then share it with your classmates.
- Discuss the different sounds and techniques you used.



4

LIFE IN THE PAST

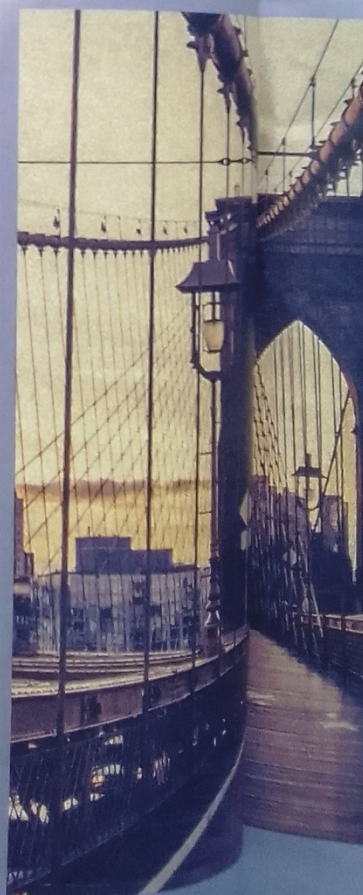
OBJECTIVES:

- Talk about life in the past.
- Talk about things you used to do as a baby or a child.
- Identify and write a photo-essay.
- Identify food items.
- Talk about your food preferences.
- React to other people's food preferences.
- Reflect on English words recently incorporated into your language.

Read the questions and discuss.

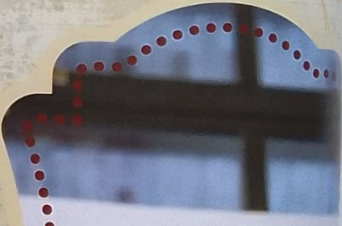
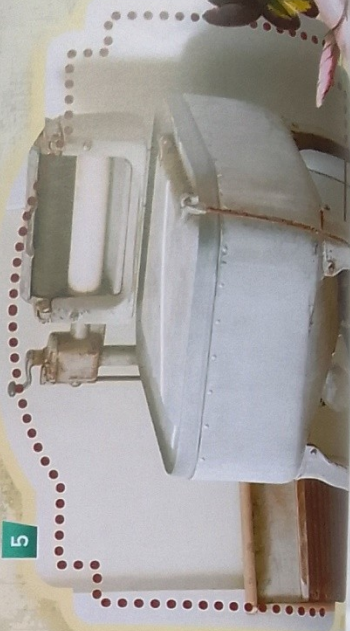
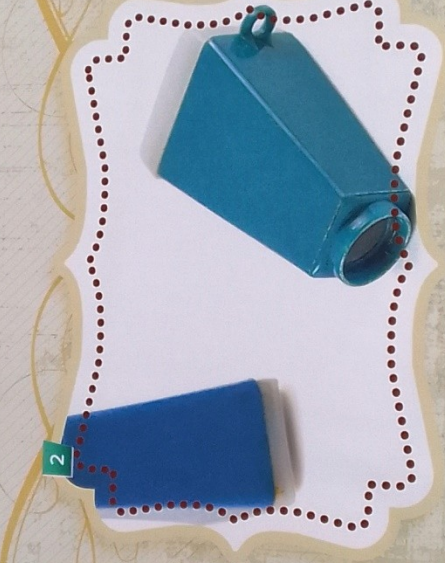
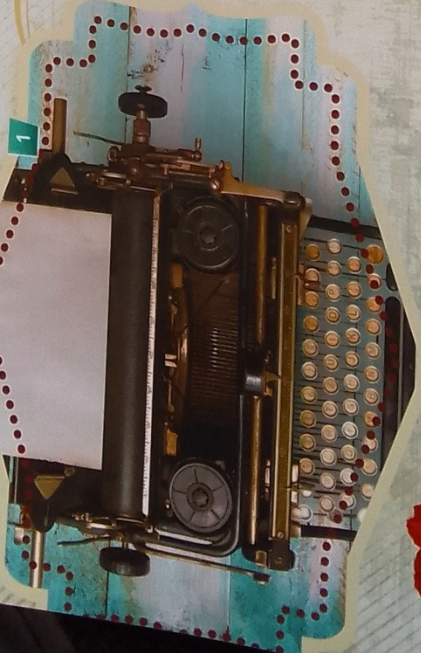
- 1 Do you like the idea of time travel? Why?
- 2 Do you like being a teenager in today's world? Why?
- 3 Do you think your toys are different from the ones your parents had? How?
- 4 How are your eating habits different from your grandparents'?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 47).





FIRST MOVE



FIRST MOVE

- 1 Look at the images and answer the questions with a classmate.

- Can you name these objects?
1 typewriter, 2 photograph viewer, 3 floppy disk, 4 telephone, 5 washing machine
- Which of these objects still exist(s) in a more modern version?
The telephone and the washing machine.
- Are there other objects nowadays with the same function as the ones in the images?
Yes, there are: computer and printer (typewriter), flash drive (floppy disk) and cell phone (telephone).

- 2 Watch part of an episode of a British TV show. What is the show about?

It's a reality show about a modern family experimenting with how life was in the 1940s.

- 3 What items does the family have access to? Watch the video again and write the items in the correct column.

bathroom beds big houses bunkers
dessert food mattresses TV windows

Has access	Doesn't have access
beds, bunkers, dessert, food, mattresses	bathroom, big houses, TV, windows

- 4 Which meal used to be prepared for Caribbean immigrants on their first night in London?

A small piece of beef, two potatoes, peas and cabbage. For dessert, sweet pudding and custard.

- 5 Think and answer. Then talk to a classmate.

- During the meal, the father asks if he can have seconds. What does it mean? The father is asking if he can have another plate of food.
- The boy says the food is "bland". Does it mean they like it or not? The parents seem to like the food. The kids, however, don't seem to like it that much. They add salt and make faces while eating it.
- What kind of food would you miss if you were in their shoes?
Open answers.

RTV



React!

- 6 Write a comment about the video. Open answers.



@roono_attan

I'm in shock! Why would anyone decide to take part in a TV show like that?!



@bobbysir

It may be interesting, but I'm not sure if I would like living in the past.



@suzana_gh07

I absolutely loved the show! I couldn't stop watching it! It's brilliant!



@mac12005

I think I wouldn't survive a day in the past! Life now is so much easier!

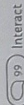


I Wonder

- 7 Write a question about what life was like 70 years ago in your country. Then look for the answer. Open answers.



Great!



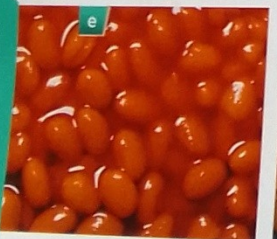
Interact

LANGUAGE 1

1 Match the food items to the corresponding images.

- 1 ☐ e beans
- 2 ☐ h bread
- 3 ☐ d cheese
- 4 ☐ i chili peppers
- 5 ☐ b fish

- 6 ☐ f meat
- 7 ☐ g milk
- 8 ☐ j pasta
- 9 ☐ c potatoes
- 10 ☐ a rice

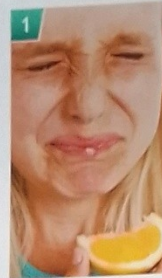


2 Write some words from activity 1 into the correct category.

- 1 animal source foods: cheese, fish, meat, milk
- 2 vegetable source foods: beans, bread, chili peppers, pasta, potatoes, rice ("as long as they don't include eggs, milk or butter in the recipe")

3 Use the adjectives from the box to describe the images.

bitter hot salty sour sweet



- 1 The lemon is sour.
- 2 These French fries are salty.
- 3 Chili peppers are so hot!
- 4 I don't add sugar to my coffee, I like it bitter.
- 5 Cakes and pies are sweet.

4 Talk to a classmate about your typical breakfast, lunch and dinner. Give opinions about his/her choices using the words from the box.

delicious OK tasty weird

A: I like potatoes, rice and eggs for lunch.

B: That's tasty! I like spaghetti for lunch.

A: Me too. It's delicious!

LISTENING AND SPEAKING

1 Which do you prefer: traditional food from your country or international food? Why? *Open answers.*

2 Listen to Laura talking about a recipe and answer the questions.

1 Where is she from?

The UK/Britain.

2 Where was her grandmother from?

Jamaica.

3 What kind of fast food do Laura's friends like?

Hot dogs, burgers, fries and pizza.

4 What is the traditional recipe made of?

- a ☒ chicken feet
- b ☐ chicken tail
- c ☐ cow feet
- d ☐ cow tail

3 Listen to Laura talking about the soup again and check the food items that go in the recipe.



4 Complete the extracts below with the missing words or numbers. Then listen to Laura again and check.

1 "It is very easy and fast to make. First, you boil water. Then add garlic and onion and boil for 5 minutes. After that, you add the chicken feet and salt and boil it for 10 minutes more."

2 "Peel all the vegetables and cut them in big pieces, like cubes, and after those 10 minutes, put all the vegetables in the pot and boil everything until they are all soft and cooked. It takes about 30 or 45 minutes more."

3 "It is kind of weird if you think of it, and ugly, because it is made with real chicken feet. Well... to me, it tastes like home and it reminds me of my grandmother."

5 Read extract 3 in activity 4 again. What does Laura mean by the last sentence?

- a ☐ She always remembers how to make this soup.
- b ☒ This soup brings back memories of home.
- c ☐ Her grandmother's food was always tasty.

Buzzwords

"Fave" is short for "favorite".

"Pizza is definitely one of my **faves**..."
What does "fave" mean? Look it up!

6 What's your favorite food? What are its ingredients? Talk to a classmate about it. *Open answers.*

Lasagna is my fave! The ingredients are pasta, tomato sauce and cheese. A lot of cheese!

7 Imagine you are creating a video time capsule about food people eat today. Plan what you are going to say.

- 1 Think about the most popular dishes in your city/country.
- 2 List the ingredients that go in each dish. Use a dictionary if necessary.
- 3 Use adjectives to describe the taste of the dishes.
- 4 Mention when people usually eat them and add any details that are important.

8 Find images of the dishes and record a video describing them. Share it with the whole class.

READING


Before Reading

- 1 Look at the text below and check the information you see.

http://www.rs2a.com.br


Life in the Past

1




Many children used to play with rocking horses made of wood because people used to ride horses as a means of transportation. Just like in the present, in the past toys also imitated adult life on a smaller scale.

2




This is a toy made of wood and iron and it has three wheels. Adults used to ride bicycles and tricycles too—much bigger ones!

3



Not so long ago, people used to take photos with analog cameras. They used to take the film that went inside the camera to a shop and it used to be expensive to get the photos printed. People didn't use to see the photos immediately, they waited for hours, days or weeks to see that special vacation beach photo.

4



In the past, people used to make all the food themselves in a stove at home. There was no delivery food back then and people used to wait for hours for a meal to be ready.

- a ☒ images b ☐ URLs c ☐ e-mails d ☒ image captions e ☒ title

- 2 Look at the text again and choose the correct options.

- 1 What kind of text is it?
- a ☐ Newspaper article
 - b ☐ Photo album
 - c ☐ Scientific article
 - d ☒ Photo-essay
- 2 Which is not a purpose of this kind of text?
- a ☐ To provide information.
 - b ☐ To be easy and fast to read.
 - c ☒ To show personal photos.
 - d ☐ To be interesting.

- 3 Look at the images in the text and answer the questions.

- 1 What do images 1 and 2 have in common?

Suggested answers: They are from the past; they show toys; they represent means of transportation.

- 2 What do images 3 and 4 have in common?

Suggested answers: They show objects from the past; they both have women in them; they contain food.

- 4 Considering the title and the images, what can you infer about the content of the text?

Suggested answers: It's about some things that were common in the past.

While Reading

5 Read the photo-essay and check the correct answers.

1 The captions explain and contextualize the _____.

- a ☒ images c ☐ text
b ☐ title

2 The captions are very _____ texts.

- a ☐ complex c ☒ objective
b ☐ confusing

3 The _____ sentence in the captions describes the image and the _____ ones contain additional information.

- a ☒ first; last b ☐ last; first

6 Read the photo-essay again and check the correct statements.

- a ☒ It is about life in the past.
b ☒ Children used to play with toys made of wood.
c ☐ People didn't use to go on vacation.
d ☐ People didn't use to wait a long time to eat.
e ☒ People used to wait a lot to see their photos.

7 Answer the questions based on the photo-essay.

1 What are the means of transportation mentioned in the text?

Horse, bicycle and tricycle.

2 What are the two materials people used to make tricycles with?

Wood and iron.

3 What is an analog camera?

A camera with a film inside.

4 How long did people use to wait to see a photo?

Hours, days or weeks.

5 Did people use to order delivery food?

No, they didn't.

8 Find in the text examples of...

- a a toy with two wheels: bicycle
b a toy with three wheels: tricycle
c a toy that simulates an animal: rocking horse
d an object that records moments: analog camera
e images produced by a camera: photos
f a place people go to on vacation: beach
g an object from the kitchen: stove

After Reading

9 How many toys that imitate adult life can you list in 3 minutes? Use a dictionary to help you.

Open answers.

10 Does your family have many old photos? How frequently do you look at them? Open answers.

11 Who cooks at your home? Do you usually order in food? Why? Open answers.

12 Based on your answers in activity 5, which is the best caption for the image below?



- a ☐ In the past, clothes were made of natural fibers, but even so they were sometimes very uncomfortable. Girls used to wear skirts, blouses and sometimes ties, which were very tight on the neck.
b ☒ In the past, school uniforms were very different from what they are today. Girls used to wear skirts, blouses and sometimes ties! They were quite uncomfortable, especially while playing sports.

- 5 Use the phrases from activity 4 to write three sentences about what you used to do when you were a child and three about what you didn't use to do. *Open answers.*

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

- 6 Look at the image and imagine the life of families in the past. Complete the sentences using *used to* in the affirmative or negative forms and the verbs from the box.

be (2x) cook go have help
live play sleep smile



- 1 Brothers and sisters used to sleep in the same room.
- 2 Most families used to live in small houses.
- 3 The mother used to cook dinner.
- 4 The boys didn't use to help prepare dinner.
- 5 Most families didn't use to be rich.
- 6 The kids used to play games together.
- 7 Families used to have many children.
- 8 People didn't use to smile for the camera.
- 9 Photographs of the whole family used to be very rare.
- 10 People used to go to bed very early.

Pronunciation

- 7 23 Listen to these sentences about past situations and circle the correct answers.

I used to sleep during the day.

I used to wake up late.

1 *Used to* sounds like one word / two words.

2 The letter "s" in *used to* sounds like S / Z.

3 The letters "d" and "t" combined in *used to* sound like D / T.

- 8 24 Listen and practice the sentences.

1 I used to ride a tricycle.

2 I used to play with toy cars.

3 I used to eat baby food.

- 9 Which sentences are true for you? Practice them in pairs. *Open answers.*

Snack Learning

Reflexive Pronouns

I – **myself**

You – **yourself**

He – **himself**

She – **herself**

It – **itself**

We – **ourselves**

You – **yourselves**

They – **themselves**

People used to make all the food **themselves**.

- 10 Circle the correct pronouns in the sentences.

1 Joyce used to make dinner **myself** / herself.

2 Kris and I used to hurt **themselves** / ourselves frequently playing in the yard.

3 He was working but then the computer shut down by itself / **themselves**.

4 Caille is talking to the students. They are very noisy, and even Sue and Tom were talking amongst themselves / **ourselves** making noise.

5 I never used to go to the salon, I used to cut my hair myself / **himself**.

- 11 Tell your classmates about things you used to do as a child. *Open answers.*

WRITING

A Photo-essay about Life in the Past

Before Writing

1 Plan your photo-essay.

- 1 Decide on a topic.
- 2 Choose two or three images and research any vocabulary needed to describe them.
- 3 Write a sentence for each image using the structure *used to*.

Drafting

2 Write a draft for the captions.

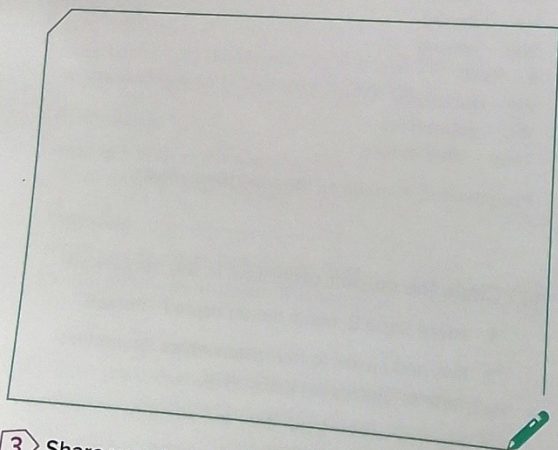
- 1 Write two sentences, as follows.

Sentence 1 – describe the image.

Sentence 2 – write something that people (or you) used to do in the past, but don't do anymore.

- 2 Write the title.

The title can be a summary of the caption. It must be interesting and short.



- 3 Share your images and captions with a classmate and ask for his/her opinion. Make adjustments if necessary.

Final Writing

- 4 Write the final version of your photo-essay and share it with the whole class.



Makerspace p. 78

INVESTIGATE

Boys Girls
Girls and boys

finish school
get married
go to university
have children
start work

_____ used to _____ at the age of _____

Collect Data

- Prepare questions to ask people you know that are 55 years old or more. Ask questions about their life as a child or teenager.
- Make sure you ask questions that match the hypothesis you have chosen in the box above.

Analyze the Data

- How many people do you have information about?
- How many interviewees were men/women?
- What is the average age for boys and girls for each of the actions?
- What is different for boys and girls?

Draw a Conclusion

_____ used to _____ at the age of _____

1 Reflect on the conclusion and discuss. *Open answers.*

- 1 How are things different nowadays?
- 2 Is that good or bad? Why?
- 3 Are the things different for boys and girls? Explain.
- 4 Are you surprised by the results? Why?
- 5 What are possible causes for how things have changed in the present?

LOCAL AND GLOBAL

- 1 Look at the images and discuss the questions with a classmate.
Open answers.



photobombing



selfie

- 1 Do you use these words when speaking your first language?
- 2 Do you change the sound or spelling of the words?
- 3 Can these words be translated into your language? Is there a word in your language to say the same things?
- 4 Do you know any other new English words that are frequently used nowadays? Are there words that are not being used anymore? Give examples.

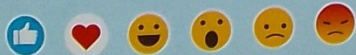
- 2 Research and take notes of your findings. Open answers.

- 1 What new words or expressions in your language have recently been invented? What do they mean? Why were they created?
- 2 What words or expressions in your language used to mean something, but nowadays mean something different? Why did the meaning change?

- 3 Why is it important to understand how a language changes over time? What can you do to keep up to date with the language you are studying and, at the same time, recognize terms that used to be common, but no longer are? Open answers.

IMAGINE

Imagine life without electricity.



- 1 Research into the concept. Bring your research to be discussed in class.

- 2 Read the text. Then discuss the questions with a classmate. Open answers.

- 1 Would you like to try living like Scott and Nancy for one month? Why?
- 2 What do you think you would miss the most if you had to live without electricity?

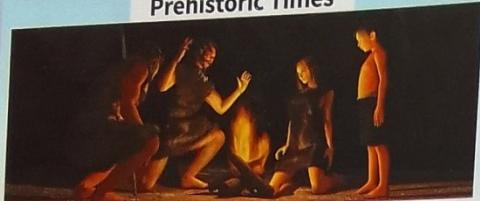


Workbook 4

- 1 Read the photo-essay about prehistoric people and answer T (true) or F (false).

http://www.rs2a.com.br

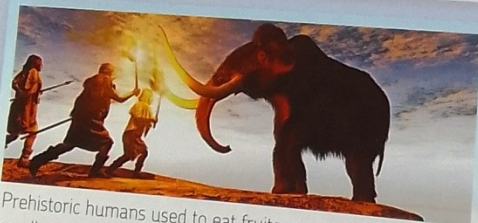
Prehistoric Times



We believe prehistoric people used to live in caves. Families used to sleep around the fire to keep animals away. Life was very hard, but families used to be very close and take care of their grandparents.



Early humans used to draw about their lives and themselves on the walls of caves. They used to draw about hunting or draw their hands. Some scientists believe women used to make these drawings and others believe teenagers used to draw on cave walls too.



Prehistoric humans used to eat fruits, vegetables and only small animals. When in groups, they used to hunt bigger animals. They also used to make their own tools to survive.

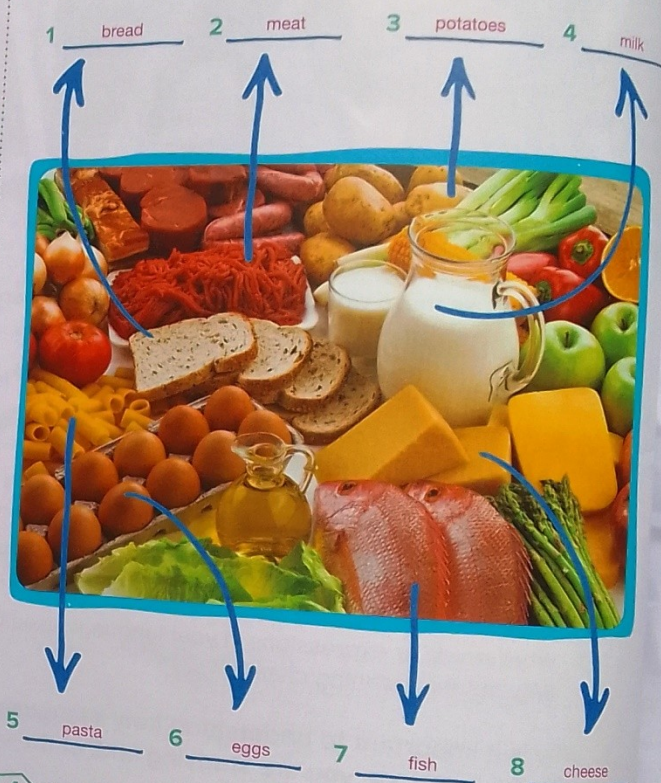
Based on <http://america.aljazeera.com/articles/2013/12/17/neanderthals-cared-for-elderlyburieddeadevidenceshow.html>, <https://www.huffpostbrasil.com/2013/10/13/cave-artists-women-study_n_4086385.html>, <https://www.thevintagenews.com/2017/01/09/tools-of-the-prehistoric-trade-how-ancient-humans-used-heat-for-better-and-stronger-blades/>. Accessed on July 23, 2019.

- 1 ☐ F Cavemen didn't use to care for their elders, the grandparents.
- 2 ☐ T They didn't use to stay in caves all the time.
- 3 ☐ T Studies suggest teenagers used to paint on cave walls.
- 4 ☐ F Early humans didn't use to sleep near the fire.
- 5 ☐ F Ancient humans used to eat only big animals.
- 6 ☐ T Prehistoric people used to create tools to survive.

- 2 What is another way to write "They also used to make their own tools"?

- a ☐ They themselves used also to make their tools.
- b ☐ Themselves also used to make their tools.
- c ☐ Their tools also used to make themselves.
- d ☒ They also used to make their tools themselves.

- 3 Label the foods in the image.

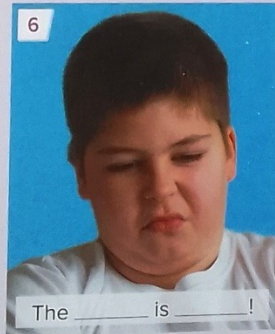
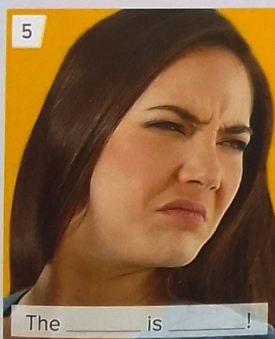


- 4 What's your favorite dish? Write a short text describing it. Mention: Open answers.

- ▶ the ingredients;
- ▶ when you usually eat it;
- ▶ where you usually eat it;
- ▶ who makes it;
- ▶ why you like it so much.

- 5 Imagine the food the people are eating and what they are saying. Use the words from the box.
Open answers.

bitter delicious hot salty sour
sweet tasty weird



- 6 Think about yourself ten years ago. Check what is true for you and add two items. Open answers.

EVERYDAY ACTIVITIES	10 YEARS AGO
Play all day.	
Watch TV for more than 4 hours.	
Go to bed before 10 p.m.	
Listen to music.	
Play soccer with my parents.	

- 7 Write affirmative or negative sentences about your life in the past using the expressions below.
Open answers.

1 after lunch

I didn't use to play after lunch.

2 before bedtime

3 in the afternoon

4 before lunch

5 in the morning

6 after dinner

- 8 Imagine you find the teenagers' images below in an old box at your grandparents' house. The images are over 100 years old. Write down five things you think the teenagers used/didn't use to do back then. Open answers.



1 They used to live with their families in a small house.

2 _____

3 _____

4 _____

5 _____

6 _____

Review 4

1 Complete the sentences with the words from the box.

burgers chili peppers coffee pudding yogurt

- 1 Coffee is bitter, but a lot of people like it.
- 2 The burgers at this restaurant are quite salty.
- 3 When we don't add sugar, yogurt is sour.
- 4 I like pudding because it's very sweet!
- 5 Foods that include chili peppers are usually hot.

2 Think of all the food items you've learned and complete the sentences. Open answers.

- 1 _____ is/are definitely my fave(s).
- 2 _____ is/are definitely not my fave(s).

3 Match the two parts of the sentences according to what was common in the past.

- 1 Most women...
 - 2 Most men...
 - 3 Children...
 - 4 Families...
 - 5 Teenagers...
- a 2 have jobs and provide for their families.
 - b 3 (not) play video games.
 - c 1 (not) work outside the home.
 - d 5 start work at a very young age.
 - e 4 have a lot of children.

4 Write complete sentences using the parts of sentences in activity 3. Include *used to* or *didn't use to*.

- 1 Most women didn't use to work outside the home.

- 2 Most men used to have jobs and provide for their families.

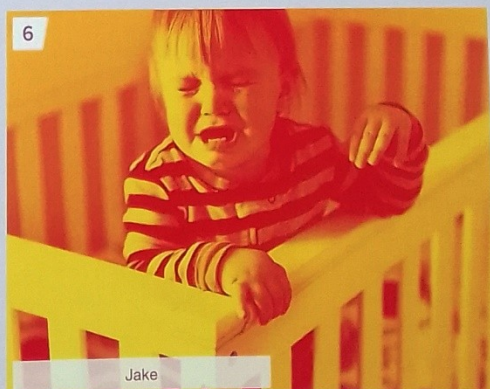
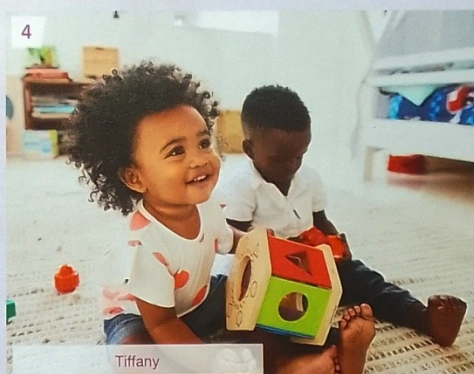
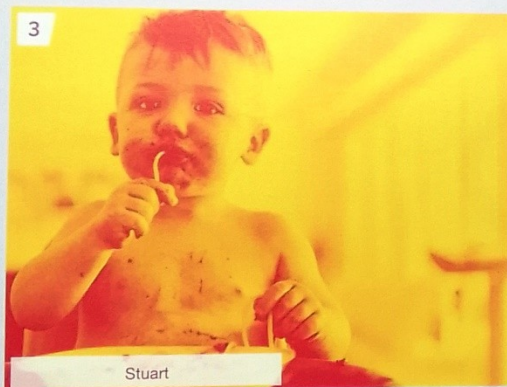
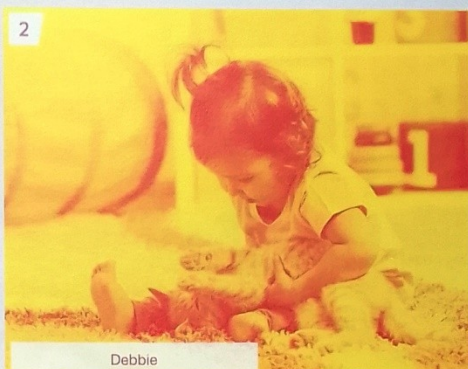
- 3 Children didn't use to play video games.

- 4 Families used to have a lot of children.

- 5 Teenagers used to start work at a very young age.

5 Listen to some adults talking about what they used to do when they were babies. Then name the people in the images. One image will not be used.

Debbie Jake Kris Stuart Tiffany



6 Write three sentences about what you used to do when you were a baby. Open answers.

- 1 _____
- 2 _____
- 3 _____

Basic Supplies



sports equipment



scoreboard



whistle

Action

- 1 Research sports from the past.
- 2 Decide which sport people used to play in the past that can be adapted to the present.
- 3 Write a set of rules. Use the prompts below.
 - ▶ Number of teams.
 - ▶ Number of players on each team.
 - ▶ What players have to do to win.
 - ▶ What players can't do.
 - ▶ What the referee does.
 - ▶ How the scoring works.
 - ▶ How long the game lasts.
 - ▶ Where the game takes place.
 - ▶ What equipment is needed.

Problem-solving

- ▶ Do you play it indoors or outdoors? Do you need to ask someone for permission to use the place?
- ▶ Can you use equipment you already have at home or at school? If not, can you make your own?
- ▶ Are the rules of the new game clear?

- 4 Arrange the basic materials you need.
- 5 Arrange any other equipment you might need for the game.

Problem-solving

- ▶ Is the game suitable for someone physically impaired? If not, how can you adapt it?

- 6 Organize the teams. Decide who is going to be the referee.
- 7 Have someone in the class be responsible for filming the game.
- 8 Talk to the school principal and arrange a place and a time to have the game take place.
- 9 If possible, invite other classes to watch the game.
- 10 Play the game with your classmates and have fun!

Assessment

- ▶ Did your game turn out the way you imagined it?
- ▶ Were there any problems that couldn't be solved?
- ▶ Will you do anything differently if you adapt another sport?

Video

Living in 1927

1



Watch the video. In pairs, write a short introduction for the presenter to say at the beginning of this episode.

Open answers.



2



Watch the video again and complete the columns with information about 1927 and today.

	1927	Today
Home	They wash in the kitchen.	Suggested answers: We have running
	They have chickens in order to get eggs.	water.
		We have electricity.
		We have bathrooms.
Work	They walk to work.	Suggested answers: We can drive or take
	Only men work.	the bus to work.
		Both men and women work.
Leisure	They entertain themselves.	Suggested answers: We go to the cinema
	They make presents.	or watch TV at home.

3

Think about your answers in activity 2. Then, in pairs, write the things that people did in 1927 and still do today.

Open answers.

4

Project Time! Follow your teacher's instructions and do as proposed.

- 1 Read the text and circle the correct answer to complete each sentence.

Ice Ages

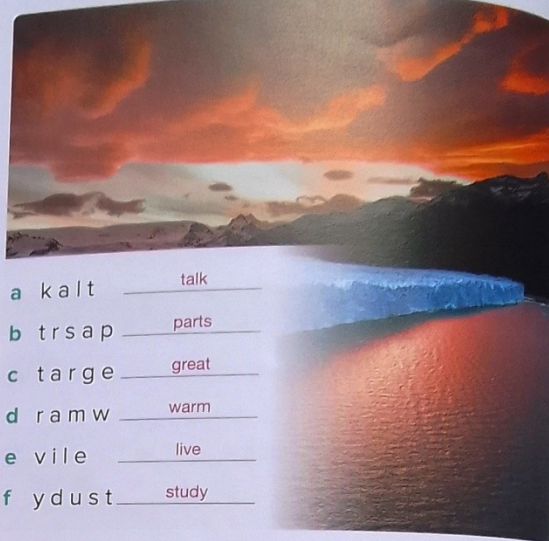
Scientists study the many periods in our world's history. Right now, we live in the Quaternary period. But each period includes several million years. This means that the Earth you know now has gone through several changes, and it is still changing. One of these changes is what we know as ice ages. Ice ages, or glacial ages, refer to times when the climate of the Earth experienced extreme cooling for long periods, covering large areas of land with ice. This has happened for the last 2.6 million years. But in between ice ages, there are warmer interglacial periods. We live in one of those periods now.

So, there have been many ice ages, but in general when people talk about the Ice Age they refer to the last one. Its peak was about 21,000 years ago, and it ended 11,500 years ago. This means humans were already on the Earth, and ice covered great parts of America, Europe and Asia. Scientists are still not sure about what caused the Ice Age to happen.



- Ice ages happened in the _____ period.
☒ a Quaternary
 b Ice Age
 c Proterozoic
- The last ice age ended _____ years ago.
☒ a 21,000
☒ b 11,500
 c millions of
- During the last ice age, great parts of _____ were covered in ice.
☒ a America
 b Africa
 c Oceania

- 2 Unscramble the letters. Then complete the sentences according to the text you read.



- | | | | |
|---|-----------|-------|-------|
| a | k a l t | _____ | talk |
| b | t r s a p | _____ | parts |
| c | t a r g e | _____ | great |
| d | r a m w | _____ | warm |
| e | v i l e | _____ | live |
| f | y d u s t | _____ | study |

- During the Ice Age, large _____ parts of the Earth were covered in ice.
- Humans do not occupy a _____ great part of the Earth's history.
- I want to _____ talk about ice ages.
- We do not _____ live in an ice age.
- Some scientists _____ study history and changes of the Earth.
- When ice ages happen, the Earth is not _____ warm.

- 3 Change the sentences by replacing the underlined words with the words from activity 2.

- We learn and speak about ice ages.
 We study and talk about Ice Ages.
- Big pieces of Europe were covered in ice.
Great parts of Europe were covered in ice.
- We are on a planet with a not too hot climate.
 We live on a planet with a warm climate.



Agenda for the Future

Energy

Many of the energy resources humans use for their activities are affecting the planet. These activities, like the burning of coal and oil, produce greenhouse gases that cause pollution—leading to global warming.

Global warming means that sunrays get to the Earth and their heat gets trapped by pollution and cannot fully go back into the atmosphere, thus increasing global temperatures. This phenomenon is melting glaciers and making sea levels rise around the world. What do you think will be the consequences if we don't stop this from happening?

4 Complete the sentences using *some* or *any*.

- 1 There is some ice covering parts of the planet.
- 2 Scientists don't have any doubts that the burning of coal and oil damage the Earth.
- 3 Scientists have some doubts about the ice ages.
- 4 There aren't any living animal species that belong to the Ice Age.

5 In your notebook, write down some ideas about how the changes in temperature could affect our lives. Begin with minimum changes and then big changes. Use the words *some* and *any*. Look at the examples. *Open answers.*

We would need to use some extra warm clothes.
We couldn't go to any place without sunscreen.

- 6 Look at the image. Imagine you are living in Europe during the coldest period of the Ice Age and are looking for a warmer place. Role-play what you would do.

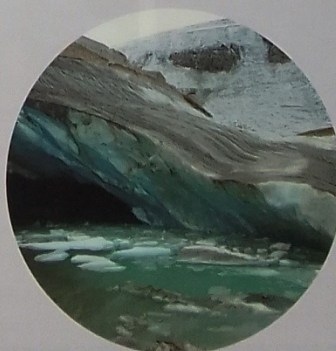


Maker Zone

The Advance of Ice Ages

In order to understand the last Ice Age, you will make maps that show the advance of the glacial periods.

- 1 Look for information about the advance of glaciers during the last ice age (at least four different facts).
- 2 Create a way to show your classmates how glaciers grew. A map with removable elements could be a good idea.
- 3 Add important information related to your presentation. For example, how the temperatures affected plants and animals or what happened to people.
- 4 Compare your map to your classmates' maps and exchange any important information you find.
- 5 Write down the main facts on a timeline. This will help you better understand how geographic changes affect historical, social and environmental topics.



Simple Present x Present Continuous

Simple Present	Present Continuous
Fact The sun rises in the east.	Happening now It's 6 a.m. The sun is rising .
Habitual action I eat bread every day. You always wear sneakers. Kate usually goes to school by bus.	Temporary action I am eating cookies at the moment. You are not wearing sneakers today. Kate is walking to school now.
Permanent situation My grandparents don't live in London.	Temporary situation My grandparents are living in London this year.
Daily routines, habits Our class starts at 8 o'clock every day. Do you play soccer twice a week? Yes, I do . Does your brother work on weekends? Yes, he does .	Action in progress at the time of speaking It's 8 o'clock. Our class is starting . Are you playing soccer now? No, I am not . Is your brother working this weekend? No, he isn't .

The **simple present** is used to state **facts, permanent situations, habitual actions and routines**. We can use adverbs of frequency such as *always, never, often, sometimes, usually* or adverbial expressions such as *twice a week, three times a day, every day and every weekend* with the simple present.

The **present continuous** is used to express an **action in progress**. The action is temporary, incomplete or still happening at the time we are speaking. Some common time words and phrases used with the present continuous are *now, at this time, at present, at the moment, this week, this month, this year*.

1 Look at the images and follow the clues to complete the conversations.



A: What are they doing at the moment?

B: They are playing soccer.

A: Do they play soccer every weekend?

B: ☒ No, they don't.



A: What's she doing now?

B: She's talking on the phone.

A: Does she talk on the phone every evening?

B: ☒ Yes, she does.



A: What is she doing now?

B: She's cooking.

A: Does she cook every day?

B: ☒ No, she doesn't.



A: What are they doing at the moment?

B: They're playing video games.

A: Do they play video games every afternoon?

B: ☒ Yes, they do.

► Stative verbs

This cake **smells** delicious!

I **don't understand** a word of Chinese.

Non-action or stative verbs are verbs that describe **emotions** (*like, love, hate, want*), **perception** (*hear, see, smell, taste*) and **mental states** (*believe, know, remember, understand*).

Stative verbs are not usually used in the present continuous. The simple present is used instead.

2 Check the correct options to complete the sentences. In some cases, both options are possible.

1 I _____ your phone number.

a ☐ am not remembering

b ☒ don't remember

2 Susan _____ milk because she hates it.

a ☒ is not drinking

b ☒ doesn't drink

3 My friend _____ French.

a ☒ is speaking

b ☒ speaks

4 They _____ to chat with their friends after dinner.

a ☐ are wanting

b ☒ want

► And/But

I speak English **and** I also speak a little Italian.

Jim speaks English, **but** he doesn't speak Italian.

The coordinating conjunctions **and** and **but** are used to join sentences. **And** indicates **similarity or addition**. **But** indicates **difference or contrast** and we use a comma before it.

3 Combine the two sentences using **and** or **but**.

1 I like to travel. I like to meet new people.

I like to travel and meet new people.

2 Bob travels to the beach every year. He also travels to the countryside every year.

Bob travels to the beach and to the countryside every year.

3 My brother has a house at the beach. He is not using it right now.

My brother has a house at the beach, but he is not using it right now.

4 Paul is living in the Dominican Republic. He doesn't speak Spanish.

Paul is living in the Dominican Republic, but he doesn't speak Spanish.

5 My mom can play the piano. She can sing.

My mom can play the piano and sing.

6 Arnold can't cook. He likes to collect cookbooks.

Arnold can't cook, but he likes to collect cookbooks.

► Why/Because

A: **Why** aren't you doing your homework?

B: **Because** I don't understand the activity.

Why is used to **ask about reasons** and **because** is used to **explain the reasons**.

4 Check the best answer to each question.

- 1 Why are they underweight?
 a ☒ Because they don't eat much.
 b ☐ Because they eat a lot.
- 2 Why is Mark at the mall?
 a ☒ Because he wants to buy a present.
 b ☐ Because he has a car.

- 3 Why is Sally running?
 a ☐ Because she's early for class.
 b ☒ Because she's late for class.
- 4 Why are you happy today?
 a ☒ Because it's my birthday.
 b ☐ Because I am sad.

Unit 2

► Whose/Possessive Pronouns

		Possessive Pronouns
Whose	book is this?	It's mine . (It's my book.)
		It's yours . (It's your book.)
		It's hers . (It's her book.)
	pens are these?	They're his . (They're his pens.)
		They're ours . (They're our pens.)
		They're theirs . (They're their pens.)

Whose is used to ask about **possession**.

Possessive pronouns are used to refer to a **possessed thing that has already been mentioned** or is implied. In this case, you can't mention the object again.

1 Write questions with **whose**. Then complete the answers with a possessive pronoun.

- 1 A: **Whose jacket is this?**
 B: It's her jacket. The jacket is hers.
- 2 A: **Whose shirt is this?**
 B: It's his shirt. The shirt is his.
- 3 A: **Whose pencils are these?**
 B: They are my pencils. The pencils are mine.
- 4 A: **Whose cell phone is this?**
 B: It's your cell phone. The cell phone is yours.
- 5 A: **Whose bags are these?**
 B: They are their bags. The bags are theirs.

► Belong to/Object Pronouns

It **belongs to me/you**.
 The pens **belong to her/him**.

Belong to is used to talk about **possession and property**.
Object pronouns replace nouns. They usually come immediately after a verb or a preposition.

The toy **belongs to it**.
 The books **belong to you/us/them**.

2 Look at the images and complete the dialogues.



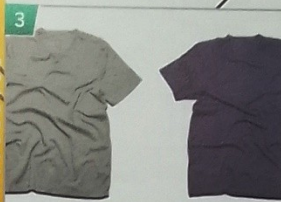
A: Whose bike is this?

B: It's Alex's. It's his.
It belongs to him.



A: Whose socks are these?

B: They're Samantha's. They're hers.
They belong to her.



A: Whose T-shirts are these?

B: They're Doug's and Paul's. They're theirs. They belong to them.



A: Whose notebook is this, Danny?

B: It's mine. It belongs to me.

Unit 3

► Can

Affirmative			Negative			Interrogative			Short Answers
I	can	swim.	I	cannot/ can't	swim.	Can	I	swim?	Yes, I can. No, I can't.
You			You				you		Yes, you can. No, you can't.
He			He				he		Yes, he can. No, he can't.
She			She				she		Yes, she can. No, she can't.
It			It				it		Yes, it can. No, it can't.
We			We				we		Yes, we can. No, we can't.
You			You				you		Yes, you can. No, you can't.
They			They				they		Yes, they can. No, they can't.

Can is a modal auxiliary verb and we use it to express **ability** in the present. Use **cannot** or **can't** to express **lack of ability**.

I **can understand** Italian, but I **can't understand** French.

We use **can** and **can't** with all subject pronouns: *I, you, he, she, it, we, you, they*.

Can James **swim**? Yes, he **can**. James **can swim**, but he **can't play** soccer.

1 Rewrite the sentences using **can** or **can't**.

1 It's easy for me to concentrate.
I can concentrate.

2 Do you have the ability to solve Math problems?
Can you solve Math problems?

3 He plays soccer very well.
He can play soccer.

4 They have the ability to dance.
They can dance.

5 We don't sleep if there's light in the room.
We can't sleep if there's light in the room.

6 Do you have the ability to ski?
Can you ski?

Unit 4

► Used to

Affirmative			Negative			Interrogative			Short Answers		
I	used to	play with dolls.	I	didn't use to	play with dolls.	Did	I	use to play with dolls?	Yes, I did.	No, I didn't.	
You			You				you		Yes, you did.	No, you didn't.	
He			He				he		Yes, he did.	No, he didn't.	
She			She				she		Yes, she did.	No, she didn't.	
It			It				it		Yes, it did.	No, it didn't.	
We			We				we		Yes, we did.	No, we didn't.	
You			You				you		Yes, you did.	No, you didn't.	
They			They				they		Yes, they did.	No, they didn't.	

Use **used to** and the **base form of the main verb** to talk about **things that happened regularly in the past** (repeated actions, states or habits) but that don't happen anymore.

1 Complete the sentences about life in the past using **used to** and the verbs from the box.

dress have own vote wear work

- In the 1940s and 1950s, most women used to work only at home.
- Men used to have long hair in the 1960s and 1970s.
- In the 19th century, children used to dress like adults and women didn't use to wear jeans.
- In the past, women didn't use to vote.
- Until the late 1990s, teens didn't use to own cell phones.



► Reflexive Pronouns

I You He She It We You They	used to spend a lot of time by	myself. yourself. himself. herself. itself. ourselves. yourselves. themselves.
--	--------------------------------	---

A **reflexive pronoun** is an object pronoun that **refers back to the subject**. The subject and the object are the same person or thing.

I cut **myself**.

They hurt **themselves**.

Note that **by** + **reflexive pronoun** means "alone" or "without any help".

She did the homework by **herself**.

2 Check the correct option for each sentence.

1 Pamela loves to look at _____ in the mirror.

- a ☒ herself
b ☐ himself
c ☐ myself

2 Do you like to see _____ on TV?

- a ☐ myself
b ☒ yourself
c ☐ herself

3 The children cleaned the room all by _____.

- a ☐ ourselves
b ☐ yourselves
c ☒ themselves

4 I'm making _____ a cup of coffee.

- a ☒ myself
b ☐ yourself
c ☐ himself

5 We really enjoyed _____ at the concert.

- a ☐ themselves
b ☒ ourselves
c ☐ yourselves

6 John burned _____ while he was cooking.

- a ☐ yourself
b ☒ himself
c ☐ herself

3 Rewrite the following sentences using reflexive pronouns.

1 I'm buying a sweater for me.

I'm buying **myself** a sweater. / I'm buying a sweater for **myself**.

2 Debora cut her finger this morning.

Debora cut **herself** this morning.

3 The children can make an omelette without any help.

The children can make an omelette **by themselves**.

4 My grandmother used to make her clothes.

My grandmother used to make **her clothes herself**.

4 Match the sentences and complete them with the words from the box.

bikes late messages online

1 Before the invention of the internet, people used to play board games.

2 Before the invention of lightbulbs, people used to light candles.

3 Before the invention of cars, people used to ride horses.

4 Before the invention of the telephone, people used to send letters.

a ☐ 2 People didn't use to go to sleep **late**.

b ☐ 4 People didn't use to send electronic **messages**.

c ☐ 3 People used to ride **bikes** too.

d ☐ 1 People didn't use to play **online** games.

Glossary

UNIT 1

- almost** a little less than; nearly
backstage pass an identification that gives someone access to the area behind a stage
compliment an expression of praise, admiration or approval; to praise, to express admiration or approval
enjoy to like; to find an experience pleasurable
fam a group of very close friends
homesick feeling sad because of being far from home
luggage suitcases and bags for carrying things on trips
miss to feel sad for being far from a place, someone or something
polite showing good manners or being considerate to others
remind to make someone remember someone else, somewhere or something
spot a particular place

UNIT 2

- bead** a small piece of solid material with a hole through it that is used to make jewelry
belong to be owned by someone
boring not interesting or exciting
costume clothes that actors or other performers wear in a movie, theater play etc.
cropped cut on purpose to get shorter
depicted represented in an image, a movie etc.
discarded thrown away because it is not needed anymore
dressed up dressed in fancy or formal clothes for a special occasion
fabric cloth or material for making clothes
loose not fitting closely to the body
regardless without taking into consideration
tights clothing that fits closely to the body and covers the feet and legs up to the waist

UNIT 3

- comics** a magazine that contains stories told through drawings
dessert sweet food served at the end of a meal
develop to cause something to change to a more advanced state
hurt to cause injury
in a hurry in a great speed because someone is late
lack state of not having (enough of) something
look after to take care of someone or something
loud producing a great volume of sound
mess disorder; chaos
pastime an activity that someone does for fun
rewarding satisfying, especially due to hard work
run to move faster than walking; to manage or keep a business in operation
skill the ability to do something well, especially because of training or practice
suit to be right for
tax amount of money paid to the government

UNIT 4

- boil** to heat a liquid until it starts to change to gas
cave a natural hole in the side of a hill or underground
provide to give someone what they need
recipe a list of ingredients and instructions for preparing a dish
sauce a (thick) liquid served with food to add flavor
source a place, person, animal or thing that provides something
tail a part at the back of an animal's body
tight fitting closely to the body
tool an instrument that helps someone do a task
wheel a round object that makes vehicles move
wood a hard substance from trees that is used to make things such as furniture

BRANCH OUT

Unit 2

Activity 3



Sheila



Debra



Amina



Kris



Pete



Andy

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Introduction

A Message to Teachers

Dear teachers,

The English language can be the door to a number of opportunities, and being a teacher, you can truly inspire students and engage them in a life-long commitment to learning. The **English Experience** series allows you to explore an array of contexts and topics and provides you with ideas and tasks that can enrich your practice as an educator, positively impacting the life of numerous preteens and teenagers by acting as a catalyst for change through the use of this series. We believe that teachers can change the world through the achievements of their students, and by teaching them English, it is possible to help students become better communicators, more sensitive citizens, more critical human beings and more engaged individuals.

The role of teachers should be that of a guide, a facilitator and an instructor—not the source of all knowledge. By seeing your role as that of a facilitator, you will be able to help your students become more independent by guiding them into acting creatively and thinking critically when faced with challenges.

A teacher can be a powerful role model, so it is also important to constantly reflect upon your own communication and critical thinking skills, as well as upon your level of engagement. The way you demonstrate these abilities and your passion towards teaching and learning can go a long way, maximizing the potential of any material you use.

In the **English Experience** Teacher's Guide, you are going to find ideas to enrich your teaching practice and input for reflection that will prompt you to constantly consider your role and reassess your beliefs about the teaching and learning process. Your attitude can certainly impact the success of your students by generating engagement, promoting a respectful and fruitful learning environment, helping them develop both cognitive and social and emotional skills and providing them with a consistent role-model of fairness, sensitivity, collaboration and respect.

We hope you and your students enjoy working with **English Experience**!

Overview of the Series

The goal of the **English Experience** series is to innovate the process of learning a foreign language by turning students into empowered citizens who can better understand their role in an ever-changing world. The series brings a range of materials and activities that will expose students to current and meaningful topics—both for their local realities and from a global point of view—and invite them to develop the necessary abilities to communicate effectively in a globalized society. All the work is contextualized and focuses on communication, so what students learn is actually meaningful to their realities. In this process, students will be invited to compare different

cultures and perspectives, explore the language that people actually use, design and create their own projects, reflect on relevant events and issues, pose meaningful questions and act like real protagonists of their learning.

Creating an environment where this kind of learning can be achieved is an important step towards a more effective framework for international education. In 2015, UNESCO released a publication entitled *Global Citizenship Education: Topics and Learning Objectives* to guide educators who wish to prepare learners for the challenges of the 21st century. One of the key elements mentioned in this document, which is also one of the guiding forces of the **English Experience** series, is the importance of considering *how* students learn—and not just focusing on *what* they learn. Ensuring that the learning process revolves around the students themselves, giving them a voice to tell their own stories and connecting new content with their lives are pivotal to the process of raising awareness of what meaningful citizenship should be today. In this series, you will find the necessary resources to raise students' awareness to the fact that we all belong to a broader community and are all united by a common humanity, thus developing skills like tolerance, mutual respect and critical thinking through effective communication in English.

Overarching Principles

The **English Experience** series was developed to foster learning in a learner-centered model, based on content that is relevant, useful, current and that can be turned into active knowledge and true understanding. It places students as the protagonists of their learning and global citizens who need social and emotional skills so as to actively contribute to both local and global issues. In order to do so, the series encourages students to join the maker movement and experiment with the scientific method to develop higher-order thinking skills and the autonomy they will need in their future. The following topics present the most prominent overarching principles of the series.

Students as Protagonists

In the contemporary world, it is essential for people of all ages to act as protagonists and leaders in the situations with which they are faced. However, in order for learners to be able to do so, schools have to allow them, from a very young age, to make decisions and actively take part in relevant and meaningful contexts, so it is essential to foster skills such as critical thinking, problem-solving, autonomy and creativity.

English Experience guides learners to behave in a more autonomous way. Autonomy is directly related to the ability of asking the right questions and understanding the need to be fully prepared and constantly learning. Teachers have the challenge of both asking questions that trigger deep thinking and empowering students to come up with their own questions for which they should look for the answers themselves (instead

of waiting for someone else to give them these answers). Questions can be asked with a number of objectives, such as to assess previous knowledge, check understanding, create curiosity, encourage concentration, promote participation and generate further knowledge. With **English Experience**, students have the chance to analyze content carefully before coming up with their questions and are encouraged to ask questions that can act as catalysts.

When students are taught how to be autonomous and treated as agents of their own learning, the relevance of what is being taught becomes clearer, which makes it easier and more natural for them to not only acquire such knowledge but also apply it in an array of contexts. In **English Experience**, we want to allow learners to be the main characters of their own stories.

Students as Global Citizens

An increasingly globalized society is putting pressure on education to help learners become global citizens. This means that students should not only be aware of the context that immediately surrounds them (i.e., the issues that are relevant to their local realities) but also learn about how these same issues are present and dealt with in different cultures and localities and understand that being part of a globalized world means respecting and preserving individualities while seeing things from a broader perspective, with a view to developing empathy and realizing we are all connected by the common humanity we share. Watanabe-Crockett (2015) says that this means that it is important to create a pattern that allows students to go from a local to a global perspective. When learning is local, it promotes authenticity and responsiveness. However, when students collaborate and reach out to help solve global challenges, as they are often encouraged to do in this series, they first need to employ self-knowledge—which comes from their local understanding—to see themselves as agents of change. Their global connections can be maximized when self-directed learning is promoted, especially in a context where data access is constantly increasing. Global learning, therefore, relies on the use of digital technology, and even more than that, on digital literacy to build bridges between local and global perspectives.

Students and Social and Emotional Learning

To succeed in a world of automation will require being as unmachinelike as possible. The entire education system will need to be retooled around no longer teaching kids what to think but how to think. Memorization of facts is pointless in a world where everyone carries around the entire knowledge base of the human species on their person. The challenge is not information storage but information processing. It's not about information itself but how to use information. (SANTENS, 2017)

As Santens points out, having access to information is no longer a distinctive feature. Students need to learn how to create their own knowledge, for which they need to know how to assess information, comparing, contrasting and expanding it. In order to do so, cognitive skills are not enough.

If students are expected to succeed in the 21st century, the learning process cannot, under any circumstances, be solely centered on cognitive skills. Although their importance cannot be questioned, these skills alone do not prepare learners for

the situations they will have to face both in and out of school. It is thus essential to develop their social and emotional learning. In this context, learning English goes beyond understanding grammar, lexis, pronunciation and discourse. It encompasses elements that aim at enabling students to become global citizens. Some of these elements involve thinking critically and creatively, coming up with solutions to problems, analyzing challenges and designing innovative tools. These are skills that can help them become more than just receivers of information and equip them to actively change the world.

The **English Experience** series helps students reflect on and put into practice a multitude of social and emotional learning skills, such as self-motivation, organization, open-mindedness and resilience, which will be essential for them to recognize their own emotions (as well as other people's), solve problems and build respectful relationships. As described by Blad (2017), this may continue to provide benefits for students for months, or even years, after they have had these experiences. The author also reports that recent research shows that students who completed social and emotional learning interventions fared better than their peers who did not participate in those practices according to a variety of indicators—including academic performance, social skills and avoidance of negative behaviors. In summary, research indicates that social and emotional learning participants outperform their peers in both the social and academic realms. These are some of the reasons why the **English Experience** series believes it to be so important to teach students about emotions, relationships and conflict resolution, significantly shifting how education is thought about.

Students and the Maker Movement

When teaching is centered on making students memorize information, they are not able to properly understand it (i.e., transfer what they have learned to different contexts). However, when teaching allows students to deal with contents in practice, they have the opportunity to test their hypotheses and come up with new ones.

Wagner (2012) highlights a pattern regarding successful innovators: a childhood of creative play that led to the development of diverse interests and curiosities. Another trend Wagner found was that these innovators have the ability to persevere and learn from failure. The whole idea of trial and error is something that might be contradictory to some formal systems of education, but it is essential to the maker movement. Learning happens mostly through making, doing, building, shaping, reshaping, and ultimately, creating. In **English Experience**, students spend valuable time working on projects that integrate different subjects that are traditionally separated in academic settings.

Additionally, students are encouraged to find their passions and arouse their curiosity. They have the opportunity to experiment with a cycle that promotes reiteration: trying something again until it works, and then, once it works, making it better, all the while reflecting on these steps. Learners need to organize their thoughts and resources (digital or otherwise) to individually or collectively find and build practical solutions for the problems they identify. This kind of education contributes to the development of practical skills, but its main objective is to develop problem-solving skills.

Having the maker movement as a principle, the series believes that learners should be taught how to break down ideas into smaller components to figure out a plausible first step. They become familiar with tools as well as with the process of finding, assessing and using information to teach themselves how to do whatever they want to do and make whatever they want to make.

Students and the Scientific Method

In order to develop critical thinking skills, students need to realize that merely thinking that something is true is not enough. Sharing their opinions is essential, but these opinions should be based on facts duly checked and analyzed.

The scientific method encourages students to engage in reasoning tasks through active learning. Schneider and Blikstein (2015) state that students who discover scientific concepts by themselves create deeper and more meaningful knowledge structures, which are then easier to transfer to new contexts. Therefore, students should learn how to pose the right questions, collect and analyze data in order to draw conclusions and connect the diverse ideas that they have access to. Hypothesizing is the key to becoming a solution provider, and in this series, students will be given the chance to come up with a range of hypotheses and check their validity by themselves.

As Brown (2004) states, "the objectives of a curriculum are not limited to linguistic factors alone but also include developing the art of critical thinking". In this series, students are constantly encouraged to consider their own relationship to a topic and how they personally fit into the given context. The development of some of the characteristics of critical thinkers identified by Ennis (2003) underlies the development of **English Experience**, which gives students the tools to formulate plausible hypotheses, ask clarifying questions, judge the credibility of their sources, develop and defend reasonable opinions and question their assumptions—just to name a few skills.

Theoretical Background

English Experience has been developed based on sound and contemporary theories about education and language acquisition. It is based on knowledge concerning how foreign languages are learned, the role of teachers, 21st-century skills and effective pedagogical models. The sessions in the series clearly display how these theories have influenced the selection of sources and topics, the way they have been explored for both language and cognitive development, the nature of the tasks, the depth of the questions and the suggestions made in the Teachers' Guide.

Following the principles of teaching and learning presented by Vygotsky (2012), **English Experience** does not ask students to do activities and perform tasks that only require of them what they can already easily do, since that would impair learners' motivation and involvement. Understanding that learning is a social process, the series focuses on activities and tasks that aim at developing what Vygotsky called "zone of proximal development", building on students' previous knowledge to provide them with the tools they need to do things that they were not able to do previously.

Moreover, the series is also based on Piaget's constructivist theory. By putting students in situations in which they still do not have all the knowledge necessary to solve a certain issue or answer a certain question, **English Experience** makes them feel curious and stimulated, as they are faced with a challenge or a knowledge gap relevant to their context, motivating them to solve it.

The inductive approach is one of the key elements in the series and it establishes how students are encouraged to create hypotheses and analyze data in the realms of language too. In this process, students are challenged to start with an observation of how a given linguistic phenomenon occurs in order to search for patterns and then develop explanations for those patterns through a series of hypotheses. By posing key questions to raise awareness of how the English language behaves in real use, **English Experience** guides learners to notice features and patterns that can help them discover the rules in a more autonomous way, which also places them as protagonists in their own learning processes.

Language is therefore contextualized, and examples are extracted from English in use, whether in spoken or written texts. These contexts always revolve around themes, situations and topics that are familiar and relevant to students, and the language used becomes gradually more challenging throughout the series. The topics act as a springboard for the exploration of language that is actually used by this age group, including spontaneous expressions (slang words) and phonological phenomena. However, the contexts are not limited to exposing students to language; they also encourage the development of social-emotional skills and critical thinking by boosting learners' curiosity and reactions.

Since the topics of the units—especially the texts they present—are meaningful and relevant, they serve as natural triggers for spontaneous communication. The series focuses on a communicative approach towards language learning and suggests contexts where language comes through as students feel the need to communicate real meaning, hence conveying a message is more important than mechanically practicing isolated items and structures. The situation, the roles of the speakers, the setting and the register play a major role in the process, and practice activities are presented in settings with clear communicative purposes. In every unit, learners have opportunities to interact and naturally use the language as the four macro skills—speaking, listening, reading and writing—are practiced.

The kinds of contexts proposed and the amount of interaction promoted will naturally prompt students to become more aware of the diversity in their own groups, as well as learn from each other in an environment of total collaboration, mutual respect and fairness. Diversity in education represents a broad range of ideas to create safe learning environments. Teachers and students recognize, foster and develop sensitivity and empathy to the needs of various people as they learn from each other and become more prepared to celebrate differences.

In the **English Experience** series, we also rely on principles of task-based learning to encourage students to totally focus on a task that is fun, meaningful and contextualized, using the language as a means instead of practicing specific items in an isolated manner. Lessons revolve around the completion of a task for which the language to be used is not predetermined. Learners then resort to the language and communicative

strategies they think are most appropriate to accomplish that task, negotiating meaning and producing something new as their linguistic resources arise.

English Experience refers to situations that are relevant to an individual who wishes to meet the challenges and opportunities of today's world, considering the knowledge, literacies and proficiencies that might work as a springboard for a holistic development. The tasks and activities in the series work with aspects that are not merely linguistic and give students opportunities to develop 21st-century skills such as creative thinking, collaboration, critical thinking, communication, flexibility, initiative, empathy, openness to new experiences and leadership. This can only be achieved because the interaction encouraged revolves around contexts and situations that go beyond the atomistic use of language. Both the communicative approach and task-based learning principles compose a fertile ground for the development of these and many other skills.

The aforementioned principles are aligned with the latest Brazilian curriculum framework (*Base Nacional Comum Curricular*), which the series closely follows. This means that **English Experience** sees the teaching of English as a *lingua franca* as a tool to help students become better-equipped citizens of the 21st century who will use the language to act as protagonists in a multicultural and globalized world. The units present the linguistic contents in the order in which they are specified in the document, besides working with the text genres and the intercultural abilities mentioned in it. For more information on the topic, refer to pages 11-14.

Interdisciplinarity and CLIL

Interdisciplinary education may foster advances in cognitive ability, for it promotes the integration of different disciplines from the curriculum, making room for a more authentic and contextualized learning process. While the teaching of a language in itself may imply the mastering of structures and grammar points, the **English Experience** series seeks to engage students in a dual-focused approach in which language and content are learned simultaneously.

As a means to further implement an interdisciplinary approach, each unit closes with two pages of CLIL practice, so students can experience the learning of disciplines from the curriculum through the use of the English language.

The term CLIL (Content and Language Integrated Learning) was coined by David Marsh (2002), according to whom CLIL is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. That is, in the teaching and learning process, there is a focus not only on content and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time (MARSH et al., 2010).

Pérez-Vidal (2009) affirms that the CLIL approach reflects the constant development of globalization and internationalization, so learners can benefit from it as follows:

- Communication is authentic and less controlled, since it is centered on the discussion of concepts, and not on the learning of a language itself.

- Learners can enrich their sociolinguistic repertoire by being immersed in the learning of subject matters and putting into practice their knowledge to communicate the concepts learned.
- Motivation and integration are promoted and learners may feel more confident to speak in the most immediate contexts, which also enables them to use the language in a more natural way.
- Students' perspectives can be broadened, since the development of intercultural understanding plays a considerable role in a plurilingual approach. Students can identify principles, make comparisons and infer attitudes. They can also think of otherness and self.

Overall, acquiring a foreign language requires the learner to go through necessary stages of "imperfect" knowledge (interlingua) before mastering the foreign language. The CLIL approach guarantees a considerable increase in exposure to that language. Hence, it can effectively enhance the learning of English and other subjects while developing a sense of achievement in students, because they can use the language now instead of learning it for use later.

Working with English Experience in the Classroom

Opening Pages

The purpose of the image in the opening pages is to awaken students' curiosity regarding a certain topic and give teachers a great opportunity to work with visual literacy in the classroom. Consequently, we suggest asking students questions about the image and the title of the unit, encouraging them to find connections between these two elements and to list what comes to mind when looking at both. The questions about the image should not be merely descriptive, but take into account associations made, emotions caused and other questions that might be relevant to the topic. This will foster curiosity in students' first contact with the unit and give them an opportunity to both activate their previous knowledge on the topic and personalize their learning experience by mentioning in their answers elements that are part of their lives. When working with these pages, welcome students' contributions and encourage them to participate, reminding them that language accuracy is not the focus here.

First Move

By presenting varied materials, this section intends to discuss the main topic of the unit in order to familiarize learners with it.

The **React!** subsection offers the perfect opportunity to let students share their personal opinions. This is a chance for you to discuss with them which kinds of comments they should make not only in the activities in the book but also in real-life situations, such as when commenting on social media, which is an important part of their interactions with friends and acquaintances. When working with this subsection, remind them that it is important to show respect, empathy and interest and also to agree or disagree with something based on verified information and reasonable personal opinions. Moreover,

discuss with them why it is important to do so, instead of simply telling them to do so. It is also a fruitful opportunity to motivate students to voice their opinions, teaching them how to become active participants in discussions.

For the **I Wonder** subsection, encourage learners to be curious and creative when coming up with their questions. As they progress in the series, motivate them to go further and ask more unexpected and innovative questions. Another important aspect of this subsection is how to look for answers. Remind students that they should look for these answers in varied sources in order to learn about different perspectives and points of view. It is also essential to discuss with them how to determine if a source is reliable or not.

Reading

This section presents a wide variety of text genres—and the identification of these genres and their individual features are essential for the work developed here. Encourage students to explore the visual aspects of the texts, describing what they see and reflecting on what these characteristics imply in terms of essential features of the text, such as who wrote it, who the target audience is, where it was published and what its purpose is, among others.

The difficulty of the reading comprehension activities increases throughout the series, so help students realize when the information they are required to find is explicitly mentioned in the text and when it has to be inferred. Asking follow-up questions and having them justify their answers by pointing out evidence in the text is a good way to guide them in this process.

Language 2

In order to make the most of the inductive approach to teaching grammar, pay special attention to the first activities of this section. Instead of simply explaining rules, let learners take some time to analyze the examples given and encourage them to return to the text in the **Reading** section to see them in context, which will usually help them notice the use and function of the language topics in focus. When working with grammar, students might be tempted to focus on form, so help them notice that their observations should also explore the use and function of certain structures. Refer those students who have difficulties understanding certain topics to the **Language Reference**, where they can find more detailed explanations and further practice.

Writing

In this section, students are asked to produce a text from the same genre as the text they have worked with in the **Reading** section. Therefore, encourage them to return to the text in the **Reading** section and use it as a model. Collaboration is an important stage of process writing, so make sure they give respectful and useful feedback to their classmates and highlight the importance of seeing their classmates' feedback not as criticism but as a helpful tool to help them improve their writing skills.

Investigate

This section presents a great opportunity to discuss with students the importance of the scientific method for developing critical thinking skills and making them aware of how important

it is to constantly question assumptions and test hypotheses. Encourage them to look for data in reliable and varied sources and use the questions in the book to help them properly analyze this data in order to draw conclusions about the topic in question. Explain that drawing a conclusion is not merely about seeing if your hypothesis was right or wrong, but more importantly, understand what can be learned from going through the whole process.

Local and Global

When working with this section, make sure you encourage students to find information on how a certain issue is present in their local community (neighborhood, city, state, country) and in different countries and cultures. Provide them with an environment that fosters curiosity about other communities, respect for differences and the realization that we are all united by our shared humanity. It is essential to have students look for information so that they do not reproduce stereotypes and prejudicial views regarding other peoples.

Imagine

At the initial stage, let students freely voice their opinions about the concept and encourage them to justify their points of view. This section poses a great opportunity for working with the flipped classroom model, since learners are asked to research into the concept at home and bring their discoveries to class. Allow them to be at the center of this process and have them present the content, instead of you doing so. Once they have read the text in the QR code, encourage them to compare the data it presents with what they found in their research. If students' initial reaction to the concept was affected by what they have learned from their research and from reading the text, take the opportunity to discuss the importance of being open to new information on a topic that might seem familiar, because it may surprise us and teach us new things: what seemed positive may have its downsides, what seemed negative may also have some advantages, what seemed impossible may prove to be feasible and so on.

Components of the Series

For Students

- ♦ **Student's Book:** comprised of eight regular units, a **Workbook** with extra activities for all the units and a **Review** for each unit. It also contains tasks focused on the maker movement principles, projects, extra explanations and activities for grammar topics and other resources to help students.
- ♦ **Video:** at the end of every unit, one page contains video activities. In this section, students are asked to work on a topic that has been discussed. Students do activities that check their understanding of the video and engage in projects that extend the topic. They are encouraged to work together and create projects that may be important for their school or community.
- ♦ **CLIL:** comprised of two pages, the CLIL section has as its main goal the learning of different subjects of the curriculum through the use of the English language. Students will find activities in areas such as Human and Natural Science, Academic Skills, Art and Science.

♦ **Real-Time View (RTV):** QR codes provided throughout the series ensure direct access to the **First Move, Imagine** and **Video** content. The QR code on the back cover also works as a shortcut to the audio files.

♦ **Learning Platform:** provides students access to the **First Move, Imagine** and **Video** content, interactive activities, infographics, videos and other digital resources.

♦ **Digital Book:** digital version of the Student's Book that can be used as a support resource in the classroom or individually at home.

For Teachers

♦ **Teacher's Book:** contains the content of the Student's Book and the answers to the activities.

♦ **Teacher's Guide:** presents the theoretical background and overarching principles of the series. Additionally, it gives

teachers guidance on how to conduct the activities in the classroom and use the series' resources, besides presenting extra activities.

♦ **Learning Platform:** gives teachers access to exclusive content, such as the Teacher's Guide, editable tests, videos for teacher training, extra classroom activities and other pedagogical resources.

♦ **Digital Book:** digital version of the Student's Book that can be used with projectors in the classroom.

For Parents and Guardians

♦ **Learning Platform:** parents and guardians can find videos with practical suggestions, which may help them explore English at home, and other resources on how to deal with some types of learning disabilities.

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BNCC: Língua Inglesa

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Sobre a Base Nacional Comum Curricular (BNCC)

A BNCC tem por objetivo garantir que todos os estudantes recebam uma formação humana integral que contribua para a construção de uma sociedade justa, democrática e inclusiva.

Para alcançar esse objetivo, a BNCC estabelece dez competências gerais para a Educação Básica. Elas se articulam com as competências específicas de cada área de conhecimento, que, por sua vez, também se articulam com as competências específicas de cada componente curricular ao longo do Ensino Fundamental. O documento, portanto, prevê as bases para a elaboração autônoma de currículos e projetos pedagógicos diferenciados, adequados a cada sistema, rede e instituição escolar, considerando o contexto e as características dos estudantes por eles atendidos, nos termos da Lei de Diretrizes e Bases da Educação (LDB).

A BNCC e o componente curricular Língua Inglesa

A BNCC define as competências e habilidades que os estudantes devem desenvolver no âmbito do componente curricular Língua Inglesa por uma perspectiva de educação linguística consciente, crítica e reflexiva. Assim, a aprendizagem do idioma deve propiciar aos estudantes o acesso a novos percursos de construção de conhecimento e o exercício da cidadania ativa, permitindo-lhes vivenciar “novas formas de engajamento e participação em um mundo social cada vez mais globalizado e plural” (BNCC, 2017, p. 239).

Nessa perspectiva, o inglês não deve ser entendido como uma língua estrangeira, mas como uma língua franca, ou seja, que não pertence exclusivamente aos falantes nativos, os quais representam na atualidade a minoria de seus usuários. Ao expandir-se para além dos espaços territoriais e culturais, a língua inglesa desempenha papel fundamental na comunicação internacional, papel esse impulsionado também pela difusão das práticas sociais no mundo digital.

Essa perspectiva implica rever o mito de que o “correto” seria ensinar “inglês britânico” ou “inglês americano”, uma vez que usuários com repertórios linguísticos e culturais diversos deixam suas marcas identitárias nessa língua franca ao realizarem suas práticas discursivas. Implica, também, repensar as considerações dos Parâmetros Curriculares Nacionais (PCN) acerca da prevalência da compreensão leitora sobre as demais habilidades comunicativas, uma vez que a popularização da internet nas últimas décadas facilitou o acesso ao inglês oral, tanto para o consumo/produção de conteúdo quanto para a interação entre falantes do idioma. A BNCC acolhe essa mudança e define o desenvolvimento de habilidades de leitura, escrita e oralidade.

Considerando esses pressupostos, a BNCC determina que os currículos de Língua Inglesa desenvolvam as seguintes competências específicas, sempre em articulação com as competências específicas da área Linguagens e com as dez competências gerais da Educação Básica:

Competências específicas de Língua Inglesa para o Ensino Fundamental

- 1 Identificar o lugar de si e o do outro em um mundo plurilíngue e multicultural, refletindo criticamente sobre como a aprendizagem da língua inglesa contribui para a inserção dos sujeitos no mundo globalizado, inclusive no que concerne ao mundo do trabalho.
- 2 Comunicar-se na língua inglesa, por meio do uso variado de linguagens em mídias impressas ou digitais, reconhecendo-a como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e interesses de outras culturas e para o exercício do protagonismo social.
- 3 Identificar similaridades e diferenças entre a língua inglesa e a língua materna/outras línguas, articulando-as a aspectos sociais, culturais e identitários, em uma relação intrínseca entre língua, cultura e identidade.
- 4 Elaborar repertórios linguístico-discursivos da língua inglesa, usados em diferentes países e por grupos sociais distintos dentro de um mesmo país, de modo a reconhecer a diversidade linguística como direito e valorizar os usos heterogêneos, híbridos e multimodais emergentes nas sociedades contemporâneas.
- 5 Utilizar novas tecnologias, com novas linguagens e modos de interação, para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.
- 6 Conhecer diferentes patrimônios culturais, materiais e imateriais, difundidos na língua inglesa, com vistas ao exercício da fruição e da ampliação de perspectivas no contato com diferentes manifestações artístico-culturais.

(BNCC, 2017, p. 244)

Para garantir o desenvolvimento das competências específicas, a BNCC define um conjunto de habilidades para cada ano do Ensino Fundamental, relacionando-as com os objetos de conhecimento do componente curricular. Contudo, vale ressaltar que as habilidades “não descrevem ações ou condutas esperadas do professor, nem induzem à opção por abordagens ou metodologias” (BNCC, 2017, p. 30). Os objetos de conhecimento, por sua vez, representam os conteúdos, conceitos e processos a serem trabalhados nas unidades temáticas ao longo dos anos escolares.

Na Língua Inglesa, essas unidades estão distribuídas em cinco eixos organizadores que, embora tratados de forma separada, estão intrinsecamente ligados nas práticas de linguagem:

Oralidade, Leitura, Escrita, Conhecimentos Linguísticos e Dimensão intercultural.

A escolha por eixos organizadores que se pautam nas habilidades comunicativas, no conhecimento sistêmico da língua e na interdependência entre ela e a cultura representa outra novidade da BNCC, visto que, nos PCN, “os conteúdos estão organizados em torno de quatro eixos: conhecimento de mundo, conhecimento sistêmico, tipos de texto e atitudes” (PCN, 1998, p. 71).

Eixos organizadores, unidades temáticas, objetos de conhecimento e habilidades na Língua Inglesa

O eixo **Oralidade** envolve práticas de compreensão (escuta) e produção (fala), de acomodação (resolução de conflitos) e de negociação na construção de sentidos em diferentes contextos

discursivos, com ou sem contato face a face, por nativos e não nativos, incluindo o professor. Essas práticas devem partir de assuntos com os quais os estudantes estejam familiarizados e que estimulem a vivência e a reflexão sobre os usos orais/oralizados da língua, em que se articulam aspectos que vão além do verbal, tais como o visual, o sonoro, o gestual e o tátil.

Há três unidades temáticas que organizam os conteúdos desse eixo: *Interação discursiva*, *Compreensão oral* e *Produção oral*. Algumas das habilidades que os estudantes devem desenvolver são: compreender sentidos (global, específico e detalhado); negociar significados; arriscar-se e se fazer compreender; dar voz e vez ao outro; entender e acolher a perspectiva do outro; superar mal-entendidos; e lidar com a insegurança.

O eixo **Leitura** envolve reflexão e construção de significados por meio da interação entre leitor e textos escritos relacionados à vida escolar, social e cultural dos estudantes. Para tanto, promove práticas de compreensão leitora (global, específica e detalhada) de gêneros verbais e híbridos em diferentes suportes e esferas de circulação. Tais práticas, situadas e articuladas com a competência leitora dos estudantes em língua materna e/ou outras línguas, visam ao desenvolvimento da leitura crítica, estimulado pela análise e pela problematização do que se lê para "a construção de um percurso criativo e autônomo de aprendizagem da língua" (BNCC, 2017, p. 242).

Há três unidades temáticas nesse eixo: *Estratégias de leitura*, *Práticas de leitura* e *Atitudes e disposições favoráveis do leitor/ Avaliação dos textos lidos*.

A unidade *Práticas de leitura* adota enfoques distintos para cada ano. Assim, temos *Práticas de leitura* associadas à construção de repertório lexical no 6º ano, à pesquisa no 7º ano, à fruição estética no 8º ano e às novas tecnologias no 9º ano. A unidade *Atitudes e disposições favoráveis do leitor* aparece no 6º e 7º anos, enquanto a unidade *Avaliação dos textos lidos* se insere no 8º e 9º anos.

Algumas habilidades que os estudantes devem desenvolver são: usar pistas verbais e não verbais para a formulação de hipóteses e inferências; formular hipóteses sobre a finalidade dos gêneros, com base em sua estrutura, organização e pistas gráficas; investigar como os contextos de produção agregam sentidos; trocar opiniões e informações sobre os textos lidos; e explorar ambientes virtuais de informação e socialização, analisando a qualidade e a validade das informações veiculadas.

O eixo **Escrita** compreende práticas de produção de textos de gêneros variados, em diferentes modalidades, suportes e esferas de circulação. Tais práticas envolvem uma visão da escrita como processo, mediada pelo professor ou pelos colegas e articulada com os conhecimentos prévios dos estudantes, tanto em língua materna como em outras línguas. Abrangem, também, uma concepção do ato de escrever como prática social, possibilitando aos estudantes agirem com protagonismo.

Há duas unidades temáticas nesse eixo: *Estratégias de escrita* (pré-escrita, escrita e pós-escrita) e *Práticas de escrita*. Algumas das habilidades a serem desenvolvidas são: gerar ideias; planejar a escrita; produzir rascunhos; revisar sua produção/a produção dos colegas; e fazer a edição final.

O eixo **Conhecimentos linguísticos** abarca as práticas de análise e reflexão sobre a língua, sempre de modo contextualizado e partindo dos usos da língua presentes

nos demais eixos organizadores. Essas práticas devem se desenvolver de modo indutivo, estimulando a descoberta e a formulação/checagem de hipóteses sobre o funcionamento sistêmico da língua e permitindo a comparação com a língua materna e com outras línguas.

Há duas unidades temáticas nesse eixo: *Estudos do léxico e Gramática*. Nelas, há o estímulo à reflexão sobre as noções de adequação, padrão, variação linguística e inteligibilidade, para além das definições de usos "certos" ou "errados" da língua. Algumas das habilidades são: construir repertório lexical sobre temas familiares; reconhecer afixos; reconhecer semelhanças e diferenças na pronúncia de palavras da língua inglesa e da língua materna e/ou de outras línguas conhecidas; explorar o caráter polissêmico de palavras de acordo com o contexto de uso; empregar tempos e modos verbais; e discriminar sujeito de objeto utilizando os pronomes a eles relacionados.

O eixo **Dimensão intercultural** envolve reflexões sobre a (re)construção de culturas, a interação entre elas e a forma como os participantes vivenciam, nessas trocas, os processos de constituição de identidades abertas e plurais. As práticas devem favorecer o convívio, o respeito, a superação de conflitos e a valorização da diversidade entre os povos.

Há duas unidades temáticas nesse eixo, que se articulam de formas diferentes, dependendo do ano. São elas: *A língua inglesa no cotidiano da sociedade brasileira/comunidade* (6º ano); *A língua inglesa no mundo* (6º, 7º e 9º anos); *Comunicação intercultural* (7º, 8º e 9º anos) e *Manifestações culturais* (8º ano). Algumas das habilidades são: explorar modos de falar, refutando preconceitos; reconhecer a variação linguística como fenômeno natural das línguas; e avaliar elementos/produtos culturais de países de língua inglesa absorvidos pela sociedade brasileira/comunidade.

Destaques da BNCC

Pontos gerais:

- ♦ Ensino da língua pautado na função social e política do inglês na contemporaneidade.
- ♦ Educação linguística voltada para a interculturalidade, estimulando o reconhecimento e o respeito às diferenças e legitimando os usos do inglês.
- ♦ Ampliação da concepção de letramento para multiletramentos, os quais aproximam e entrelaçam diferentes semioses e linguagens.
- ♦ Proposição da relativização das noções de língua estrangeira, falante ideal, correção, precisão e proficiência em favor das noções de língua franca, falantes pluri/multilíngues, usos híbridos e inteligibilidade na interação linguística.

Eixo Oralidade

- ♦ Promoção de situações de aprendizagem dos elementos constitutivos dos gêneros orais e de estratégias para a compreensão, a acomodação e a negociação de significados.
- ♦ Reflexão sobre comportamentos e atitudes que promovam a negociação e a (co)construção de sentidos nas interações.
- ♦ Utilização de recursos midiáticos (cinema, internet, televisão) para prover insumos autênticos e significativos para a realização das práticas de uso/interação oral.

Eixo Leitura

- ♦ Trabalho com gêneros verbais e híbridos para possibilitar aos estudantes vivenciar, de modo significativo e situado, diferentes modos de ler (ler para ter uma ideia geral do texto, buscar informações específicas, compreender detalhes etc.) e diferentes finalidades de leitura (pesquisar/revisar a própria escrita; expor ideias e argumentos; agir no mundo de forma crítica etc.).
- ♦ Inclusão de práticas de pré-leitura, leitura e pós-leitura para potencializar a aprendizagem, contextualizada e significativa.

Eixo Escrita

- ♦ Trabalho com planejamento-produção-revisão textual, ora de modo individual, ora de modo coletivo, para a avaliação e a tomada de decisões sobre as maneiras de comunicar o que se deseja, tendo em mente o objetivo do texto, seus possíveis leitores e o suporte que lhe permitirá a circulação social.
- ♦ Desenvolvimento da escrita autoral em gêneros diversos, partindo dos que empregam poucos recursos verbais (mensagens, tirinhas, fotolegendas) para textos mais elaborados (autobiografias, esquetes, notícias e relatos de opinião), conduzindo, gradativamente, a uma escrita mais autêntica, criativa e autônoma.

Eixo Conhecimentos linguísticos

- ♦ Análise e reflexão sobre as práticas de uso da língua, sempre de modo contextualizado e articulado às práticas de oralidade, leitura e escrita.
- ♦ Estudo indutivo, comparativo e contrastivo do léxico e da gramática (formas e tempos verbais, estruturas frasais e conectores discursivos etc.), promovendo a compreensão do funcionamento sistêmico da língua inglesa, recorrendo aos conhecimentos dos estudantes sobre o funcionamento da língua materna e de outras línguas.
- ♦ Reflexão sobre os usos da língua, questionando, por exemplo, na perspectiva de quem uma forma estaria adequada a um dado contexto; quem define o que é "certo" ou "errado" no uso da língua; quem está incluído em certos usos e quem está silenciado etc.

Eixo Dimensão Intercultural

- ♦ Problematização dos diferentes papéis da língua inglesa no mundo, seus valores, seu alcance e seus efeitos nas relações entre diferentes pessoas e povos, tanto na sociedade contemporânea quanto sob uma perspectiva histórica.
- ♦ Adensamento das reflexões sobre as relações entre língua, identidade e cultura e o desenvolvimento da competência intercultural.

Competências Gerais da Educação Básica

- 1 Valorizar e utilizar os conhecimentos historicamente construídos sobre o mundo físico, social, cultural e digital para entender e explicar a realidade, continuar aprendendo e colaborar para a construção de uma sociedade justa, democrática e inclusiva.
- 2 Exercitar a curiosidade intelectual e recorrer à abordagem própria das ciências, incluindo a investigação, a reflexão, a análise crítica, a imaginação e a criatividade, para investigar causas, elaborar e testar hipóteses, formular e resolver problemas e criar soluções (inclusive tecnológicas) com base nos conhecimentos das diferentes áreas.
- 3 Valorizar e fruir as diversas manifestações artísticas e culturais, das locais às mundiais, e também participar de práticas diversificadas da produção artístico-cultural.
- 4 Utilizar diferentes linguagens – verbal (oral ou visual-motora, como Libras, e escrita), corporal, visual, sonora e digital –, bem como conhecimentos das linguagens artística, matemática e científica, para se expressar e partilhar informações, experiências, ideias e sentimentos em diferentes contextos e produzir sentidos que levem ao entendimento mútuo.
- 5 Compreender, utilizar e criar tecnologias digitais de informação e comunicação de forma crítica, significativa, reflexiva e ética nas diversas práticas sociais (incluindo as escolares) para se comunicar, acessar e disseminar informações, produzir conhecimentos, resolver problemas e exercer protagonismo e autoria na vida pessoal e coletiva.
- 6 Valorizar a diversidade de saberes e vivências culturais e apropriar-se de conhecimentos e experiências que lhe possibilitem entender as relações próprias do mundo do trabalho e fazer escolhas alinhadas ao exercício da cidadania e ao seu projeto de vida, com liberdade, autonomia, consciência crítica e responsabilidade.
- 7 Argumentar com base em fatos, dados e informações confiáveis para formular, negociar e defender ideias, pontos de vista e decisões comuns que respeitem e promovam os direitos humanos, a consciência socioambiental e o consumo responsável em âmbito local, regional e global, com posicionamento ético em relação ao cuidado de si mesmo, dos outros e do planeta.
- 8 Conhecer-se, apreciar-se e cuidar de sua saúde física e emocional, compreendendo-se na diversidade humana e reconhecendo suas emoções e as dos outros, com auto-crítica e capacidade para lidar com elas.

- 9 Exercitar a empatia, o diálogo, a resolução de conflitos e a cooperação, fazendo-se respeitar e promovendo o respeito ao outro e aos direitos humanos, com acolhimento e valorização da diversidade de indivíduos e de grupos sociais, seus saberes, identidades, culturas e potencialidades, sem preconceitos de qualquer natureza.
- 10 Agir pessoal e coletivamente com autonomia, responsabilidade, flexibilidade, resiliência e determinação, tomando decisões com base em princípios éticos, democráticos, inclusivos, sustentáveis e solidários.

(BNCC, 2017, p. 9)

Competências Específicas de Língua Inglesa para o Ensino Fundamental

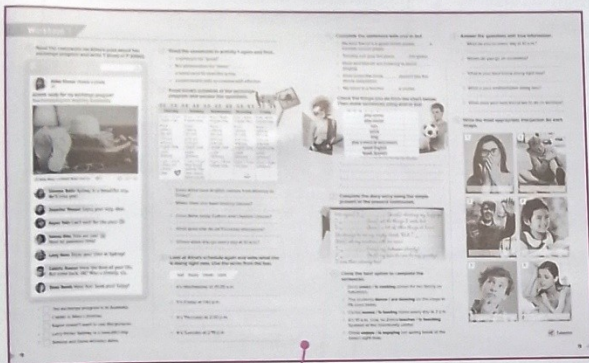
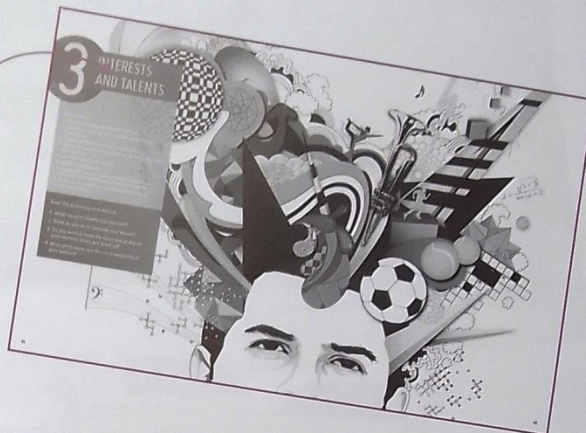
- 1 Identificar o lugar de si e o do outro em um mundo plurilíngue e multicultural, refletindo, criticamente, sobre como a aprendizagem da língua inglesa contribui para a inserção dos sujeitos no mundo globalizado, inclusive no que concerne ao mundo do trabalho.
- 2 Comunicar-se na língua inglesa, por meio do uso variado de linguagens em mídias impressas ou digitais, reconhecendo-a como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e interesses de outras culturas e para o exercício do protagonismo social.
- 3 Identificar similaridades e diferenças entre a língua inglesa e a língua materna/outras línguas, articulando-as a aspectos sociais, culturais e identitários, em uma relação intrínseca entre língua, cultura e identidade.
- 4 Elaborar repertórios linguístico-discursivos da língua inglesa, usados em diferentes países e por grupos sociais distintos dentro de um mesmo país, de modo a reconhecer a diversidade linguística como direito e valorizar os usos heterogêneos, híbridos e multimodais emergentes nas sociedades contemporâneas.
- 5 Utilizar novas tecnologias, com novas linguagens e modos de interação, para pesquisar, selecionar, compartilhar, posicionar-se e produzir sentidos em práticas de letramento na língua inglesa, de forma ética, crítica e responsável.
- 6 Conhecer diferentes patrimônios culturais, materiais e imateriais, difundidos na língua inglesa, com vistas ao exercício da fruição e da ampliação de perspectivas no contato com diferentes manifestações artístico-culturais.

(BNCC, 2017, p. 244)

Structure of the Student's Book

Units

Eight thematic units introduce content and foster students' practice through activities that focus on active learning principles.

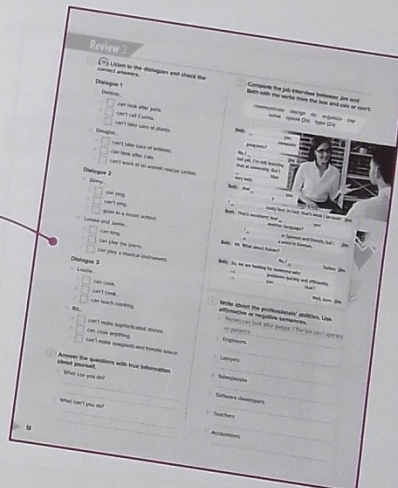


Workbook

It reviews topics of the corresponding unit in a new light, providing additional practice on grammar, vocabulary, reading and writing. The two-page-per-unit **Workbook** can be assigned as homework, used in class for further practice or employed as an evaluation tool.

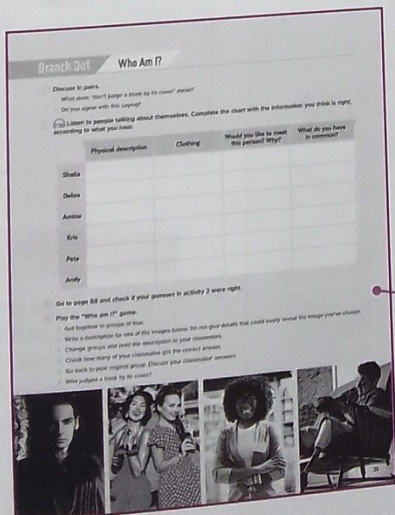
Review

A **Review** per unit provides further practice opportunities for reading, writing and linguistic content.



Branch Out

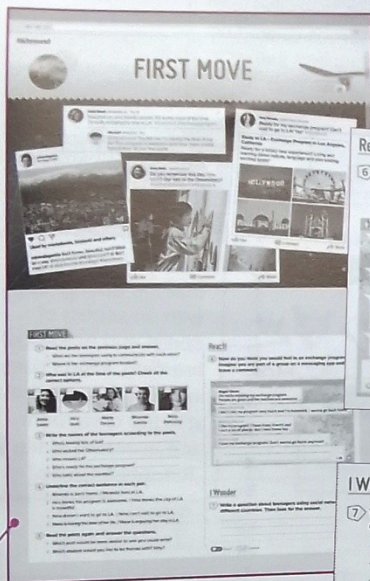
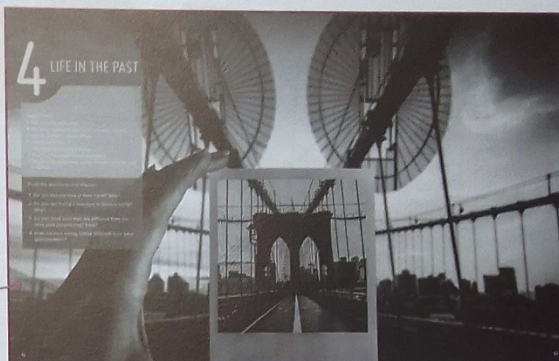
Every semester, students are invited to work with cross-curricular activities related to one of the units.



Structure of the Units

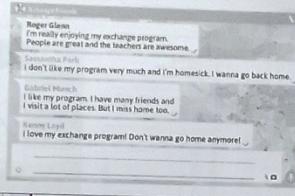
Opening Pages

The opening image relates to the topic of the unit and follows the latest design trends. The focus is to develop students' visual literacy, engage them in discussions and activate their previous knowledge. The Teacher's Guide presents two possibilities (a shorter and a longer one) on how to work with these pages.



React!

6 How do you think you would feel in an exchange program? Imagine you are part of a group on a messaging app and leave a comment.



React!

In tune with the digital world, this section presents comments on the content of the **First Move** section and invites students to express their own thoughts on it.

I Wonder

Students' curiosity, engagement and autonomy are the focus of this subsection, in which they are invited to come up with their own questions about the topic and research the answers to these questions themselves.

I Wonder

7 Write a question about teenagers using social networks in different countries. Then look for the answer.

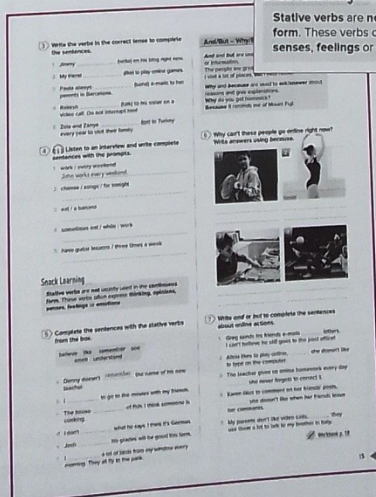
30 Social 30 Interact

First Move

On two vertical pages, materials in various formats prompt a more in-depth discussion of the topics. Through videos, written texts, audios or images, students are asked to reflect on the subject and think about how it is present in their everyday lives.

Snack Learning

Stative verbs are not usually used in the continuous form. These verbs often express thinking, opinions, senses, feelings or emotions.



Snack Learning

This box deals with both grammar and vocabulary in a visual and straightforward way to introduce additional linguistic content.

Pronunciation

This box introduces a variety of phonological features: pronunciation of sounds, contrast between different sounds, intonation and connected speech, among others.

Before Reading

1. Listen to the audio and answer the questions. Match the words with the definitions.
2. Listen to the audio and answer the questions. Match the words with the definitions.
3. Listen to the audio and answer the questions. Match the words with the definitions.

Pronunciation

1. Listen to extracts from the audio messages. Then practice the sentences.
 - They have a lotta fans.
 - Just gimme a call, OK?
 - Do you wanna go with me?
2. Match the full forms below to the sentences with abbreviations in activity 4.
 - give me
 - want to
 - a lot of
3. Why do people abbreviate some words when they are talking? Can you think of examples of abbreviations in your own language?

Buzzwords

"I'm worried about not getting those tickets on time, **pal**!"
"Thanks in advance, **buddy**!"
What do the words "pal" and "buddy" mean? Look it up!

Buzzwords

This box focuses on instances of contemporary language from materials in the unit.

Reading

Texts on up-to-date topics offer opportunities to work with reading skills, focusing on the particular features of different text genres.

Before Reading



1. Look at the text before and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

While Reading

1. Read the text and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

After Reading

1. Read the text and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

Social and Emotional Learning

This icon indicates that the activity deals with an aspect of social and emotional learning. Instructions on how to work with it in the classroom are available in the Teacher's Guide.

Writing

Before Writing

1. Read the text and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

Investigate

Collect Data

1. Read the text and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

Analyze the Data

1. Read the text and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

Draw a Conclusion

1. Read the text and answer the questions. What do you think the text is about?
2. Read the text and answer the questions. What do you think the text is about?
3. Read the text and answer the questions. What do you think the text is about?

Local and Global

This section is designed to expand students' views on the topic of the unit to a global perspective, proposing a discussion concerning how certain issues are present in different countries and the role of English as a *lingua franca* in various contexts.

LOCAL AND GLOBAL

Look at the images and discuss the questions with a classmate.



1. What types of clothes do you think are commonly worn by teenagers around the world?
2. How similar/different are your clothes from the ones in the images?
3. Research and take notes. Do most teenagers wear similar clothing styles around the world?
4. Why is it important to respect people regardless of what they choose to wear?

Imagine

Imagine not buying clothes anymore.

Research into the context. Bring your research to be discussed in class.

Read the text and discuss these questions.

What changes in the fashion industry is mentioned in the text?

What are the reasons for these changes?

What are the reasons for these changes?

Investigate

This section focuses on using the scientific method to formulate a hypothesis, collect data and analyze it in order to evaluate the initial hypothesis, drawing a conclusion and discussing its implications.

Imagine

This section explores the topic of the unit from an unexpected point of view, developing students' critical thinking skills and openness to new ideas. The content is available through the **RTV** code and on the **Learning Platform**.

Structure of the Teacher's Guide

Setting the Pace

This box shows instructions on how to do the same activity with students that have different learning paces, allowing teachers to cater to more individual needs.

Tip

This box gives teachers suggestions on how to approach linguistic topics, activities and tasks in the classroom, besides offering class management ideas.

[illegible][illegible][illegible]

Extension

This box introduces extra work concerning the topic of the unit and may deal with various kinds of materials, such as movies, videos, songs and books.

Extra Activity

For teachers who have some extra time in class or want to expand on a certain topic, this box presents ideas for extra activities and suggests a point in the unit when these activities can be done with students.

1 It's a Small World After All

Objectives:

- ▶ Recognize different text types used online.
- ▶ Talk about exchange programs.
- ▶ Research social networks used by teenagers.
- ▶ Understand and use interjections.
- ▶ Listen to and understand audio messages.
- ▶ Talk about habits and routines.
- ▶ Describe what is happening at the time of speaking.
- ▶ Reflect on and write about a comment on a social network.

Language:

- ▶ colloquial language (ain't, an entirely, amazing, awesome, BFF, can't wait, a lotta, pics, spots, (the) fam, u, ya, you tell me)
- ▶ interjections (gee, hey, huh, ouch, yay, yikes)
- ▶ simple present × present continuous
- ▶ connectors (and, but, why, because)
- ▶ stative verbs

Digital Content: First Move text, Imagine text and Video (RTV); Extra Interactive Activities (Learning Platform).

Workbook: pages 18 and 19.

Pages 6 and 7

Opening Pages

Shorter Version

- ♦ Explore the image with students. Invite them to describe what they see and have them explain how the image relates to the title of the unit.
- ♦ Draw students' attention to the questions and discuss them with the whole group.

Longer Version

- ♦ Write "world" on the board and draw a spiderweb, eliciting from students what comes to their mind when they think about it.
- ♦ Allow students to give their contributions and, if none comes up with the words "friends" or "social network", ask them if they would like to include these terms on the board with the others.
- ♦ Ask students to open their Student's Book to pages 6 and 7 and observe how the terms on the board relate to the image on the opening pages.
- ♦ Organize students into pairs or small groups and have them discuss the questions on page 6. After a few minutes, open the discussion to the whole class.

Pages 8 and 9

First Move

- ♦ Explore the texts by asking students where they are usually found (on the internet) and what kind of texts they are (posts, tweets, comments).
- ♦ Ask students to first look at the hashtags (#studyinLA, #exchange program, #missingLA, #backhome, #Santiago, #hometown), so they can have a general idea of what the texts are about. Ask them if they have ever been on an exchange program and, if not, if they would like to and why.
- ♦ Call students' attention to the abbreviation "LA" and ask them if they know what it means. Listen to their contributions and

say that these are the initials for the city of Los Angeles, in California, the United States. This abbreviation is used in both oral and written speech.

- ♦ Elicit from students what places are shown in the images and ask what they know about them. Allow them to give their contributions and then ask them to read all the texts on the page.
- ♦ Check if students have vocabulary questions and help them with the meaning of any unknown words.

Activity 1

- ♦ Ask students to read the posts and answer the questions.
- ♦ Give students some time to do the activity and ask them to check their answers with a classmate.
- ♦ Invite volunteers to give the complete answers and write them on the board, so that all students can check.

Activity 2

- ♦ Tell students that not all the people from the texts on page 8 were in Los Angeles at the time of the post.
- ♦ Explain to students that they should go back to the texts and check who was really in the city at that time.
- ♦ Have them check their answers in pairs and then check with the whole class by saying the name of the person and asking the class if he/she was or was not in LA.

Activity 3

- ♦ Have students scan the posts and check the names of the teenagers whose posts or comments have the information requested.
- ♦ Allow students to work in pairs and then check the answers with the whole class. Ask for a volunteer to read each question and another one to answer.
- ♦ Ask students if they have any questions about vocabulary and help them if necessary.

Activity 4

- ♦ Ask students what they know about Los Angeles, as a way to activate their previous knowledge.

- Have them go back to the texts about LA, read the sentences and underline the ones that are true according to the texts.
- Invite volunteers to say the answers and ask them to identify where in the texts the information that confirms their answers is.

Activity 5

- Have students work in small groups and discuss the questions in the activity.
- Monitor their work and, after some minutes, ask them which post would be more similar to the one they could write. Allow students to give their contributions and, in case any of the posts is mentioned, ask students why.
- Ask students which of the teenagers from the texts they would like to be friends with and let them give their opinions. Again, if none of the names is mentioned, ask students why and have them share their points of view.

Activity 6

- Explore the text genre with students and ask them if they are usually part of online conversation groups with their friends or family members.
- Have students read the comments and clear up any vocabulary doubts that they might have.
- Encourage students to leave a comment imagining that they are on the exchange program. Explain that they can write what they believe would be true for them, in case they have not been a part of one yet. Elicit what kind of feelings people usually have when they are away from home, family and friends, when they are in a place where people speak another language, when they are eating different food etc.
- Give students some time to write and then invite volunteers to read their comments. Ask the class if they wrote similar comments and, if there are different ideas, invite students to share them with the whole class.

Activity 7

- Ask students what examples of social networks they saw in this section and let them give their contributions.
- Tell them that they are going to write a question about how teenagers use social networks. Elicit what kind of information would be useful to know if they were going to live in another country for an exchange program, for example. Let students share their ideas, but also suggest that they could look for: the minimum age required to use different networks; which one is more popular in a specific country; which one brings information faster; the countries where teenagers spend more time on social networks than interacting with friends and family members face to face etc.
- Give them some time to write their questions and monitor their work. Then assign the research into the answer as homework.
- In the following class, organize students into groups of four and have them share their questions and talk about their findings. Then encourage students to discuss what they believe the answers to their questions would be in their own country.

Page 10

Language 1

Activity 2

- Explain to students that the excerpt is part of a text message and was written in colloquial language, that means, language that is used in very informal situations.
- Instruct them to read the text and underline the words that are examples of colloquial vocabulary.
- Ask them to work in pairs to do the task and then check the answers with the whole class.

Activity 3

- Ask students if they understand the colloquial language used in the text message in activity 2.
- Tell them that they are going to rewrite that message, but now using words that are more common in situations that are not so informal.
- Call students' attention to the words and expressions in the box, give them some time to rewrite the text and monitor their work. Then ask for a volunteer to read the message rewritten.

Activity 4

- Tell students that, in this activity, they are going to learn some interjections in English and explain that those exclamations are very common in speech. Add that interjections are also used on social networks.
- Ask students to look at the images and write in the speech bubbles the interjection that best matches each situation.
- Allow students some time to check their answers in pairs and then tell them they are going to listen to the interjections in the correct order.
- After students have checked their answers with the audio, say the interjections one by one, making a facial expression to represent each, and have students repeat. You can also ask them to make facial expressions to guarantee that they understood what each interjection means.

Transcript

- 1 Gee!
- 2 Ouch!
- 3 Hey!
- 4 Huh?
- 5 Yay!
- 6 Yikes!

Activity 5

- Explain to students that each message should be completed with an interjection.
- Tell them to go back to activity 4 and review the words they have just learned.
- Give students some time to complete the sentences and ask them to check their answers with a classmate.
- Ask for volunteers to read the complete sentences and have them make a facial expression to represent the corresponding interjections.

Tip

If students are keen on comic books, they have probably seen common onomatopoeia examples. In case students ask if they are the same as interjections, explain that the difference is that an onomatopoeia is when a word's pronunciation imitates the sound of something, whereas the interjection is a sudden outburst of emotions.

Extra Activity

- ▶ Tell students that they are going to learn some more interjections. Say that they can find these interjections in posts online and if they turn on the closed caption feature on the TV. Explain that the closed caption brings in writing all the auditory information that is happening in the scene, so that the hearing impaired can understand what is going on.
- ▶ Tell students that you are going to say an interjection and then give an example. They should work in small groups to try to write down another example.
- ▶ While students work, monitor their performance and help with vocabulary if necessary, but do not give them the spelling of the interjections.
- ▶ When you finish saying the sentences, ask for volunteers to spell the interjections and say their examples.
- ▶ The interjections, as well as the examples, are the following:
Aha! So you are eating my cupcakes!
Argh! My bike has a flat tire.
Duh. There's no electricity. Of course the TV is not working.
Hurrah! We won the game!
Shoo, go away! Chickens can't get in the vegetable garden!
Yuck, I don't like cheese.

Page 11

Listening and Speaking

Activity 1

Transcript

Message 1

Jack: Hey, Jo, you good? I can't believe that CNO is going to give a concert in our town! Thanks for sharing the news, made my day. By the way, what are you doing now? We could go to the mall and see if there are student tickets! I'd love to see them live. How does that sound?

Message 2

Billy: Hi, Bert, how's it going? Listen, I need your help to get tickets for the concert. Can you come over and bring your computer? I don't know what happened to my laptop, it just doesn't turn on! I'm worried about not getting those tickets on time, pal. They have a lotta fans and the tickets are selling fast! Can you help me, please? Thanks in advance, buddy!

Message 3

Mia: Julie, hi. CNO is coming to town! I'm so excited, I just won two tickets for the concert. Backstage tickets! Do you know what I mean? Backstage tickets! Do you wanna go with me? Their website says that they'll take photos with fans. And as you're my best friend, I hope you can go with me. Can't wait to see them! Just gimme a call, OK?

Setting the Pace



- ▶ Tell students to keep the book closed and explain that they are going to listen to three audio messages.
- ▶ Play the track and ask them to take notes of the most important words in each message. Then have them compare their notes to a classmate's.
- ▶ Ask students to open the book to page 11 and read the replies to the messages. Invite them to match each reply to an audio message, according to the words/notes they have written down.
- ▶ Play the track one more time for students to check their answers.
- ▶ Explore the images by asking students what they represent. Confirm that they show audio messages.
- ▶ Ask students to read the sentences in each image and explain that they are the replies to the audio messages they are going to hear.
- ▶ Have students read the sentences and elicit from them words that will probably appear in each audio message, to help them match.
- ▶ Give an example by reading the first sentence: "Sorry, but today I can't. Tomorrow OK?". Ask students what words could appear in this audio that are related to "today".
- ▶ Allow them to work in pairs, writing down possible words that might help them understand the recording better/more easily.

Buzzwords

- ▶ Call students' attention to the box and ask them if they can infer the meaning of the words "pal" and "buddy" based on the messages they have listened to. Listen to their contributions but do not give them the correct answer yet.
- ▶ Ask them to look up the words in a dictionary to check their answers.
- ▶ Call students' attention to the fact that "pal" can also be used as a form of address that indicates anger (e.g., "Back off, pal!"). Also, tell them that "buddy" can be used to address a man whose name is unknown (e.g., "I'm making a call, buddy").
- ▶ Then ask if students know any other words that are used to say "friend". Check if their suggestions are correct and write them on the board. Some possible words are: mate, BF, fellow, bud, partner.

Activity 4

Transcript

Billy: They have a lotta fans.

Mia: Just gimme a call, OK?

Mia: Do you wanna go with me?

Activity 5

Tip

Explain to students that as some TV programs have the CC (closed captions) option that brings the written form of what is being said, it is very common to see these abbreviations, especially on programs that are geared to teenagers and young adults. If students pay close attention to these captions, they may see many other abbreviations, such as **whatcha** (what are you), **gotcha** (got you), **lemme** (let me).

Activity 6

- ♦ Ask students to work in small groups and discuss the questions.
- ♦ Monitor their work and help if necessary.
- ♦ Give them some time to discuss and then invite a group to share their conclusion and give examples of abbreviations in their L1.
- ♦ The abbreviations may vary depending on where students live, so make sure they give proper examples.

Activity 7

- ♦ Ask students to read the message and clear up any vocabulary doubts.
- ♦ Explain that they are going to use the messages in activity 1 as models to come up with an answer to the message now.
- ♦ Encourage students to use the colloquial language from **Language 1**, on page 10, and one of the expressions from activity 3.
- ♦ Give them some time and monitor their work, helping if necessary. Then ask for volunteers to read their replies, also making sure all students have a chance to at least show you their production.
- ♦ Since students will be asked to record their messages in activity 8, remember to arrange (or ask them to bring to class) the devices they will need to do the activity, such as a smartphone or an audio recorder.

Activity 8

- ♦ After all students have finished writing their replies, it is time to record their messages.
- ♦ If there are shy students in class and if you think this will help them feel more confident, assign the recording as homework.
- ♦ Listen to students' productions and give them feedback. It can be an audio message too.
- ♦ Tell students to share their audios with a classmate and comment on each other's productions saying if and how it could be improved.

Pages 12 and 13

Reading

Activity 2

- ♦ Tell students that every text genre has its own characteristics and that they can notice these characteristics if they scan the text.
- ♦ Give students some time to scan the text in activity 1 and try to recognize its characteristics. Then read each sentence and have them check the correct answers.

- ♦ Allow students to check their answers in pairs and then proceed with the correction with the whole class.
- ♦ Make sure all students understood the characteristics of this kind of text and clear up any vocabulary doubts.

Activity 3

- ♦ Students might know by now that the text in activity 1 is a comment to a post on the Internet, but ask them to read the options and check the correct answer.
- ♦ Then check the activity with the whole class and encourage students to say why the text is not a blog, a wiki nor an online forum.

Further Information

Blog – short form of “web log”, it is a list of entries posted on a web page, as a journal.

Post – a message or image that is published on a social media website.

Comment – a message or image that is a reply to a post on a social media website.

Wiki – a website that allows users to add and update content from their own browser. It is a collaborative tool, and the most famous wiki is *Wikipedia*. The term comes from the Hawaiian phrase “wiki wiki”, which means “very fast”.

Forum – also known as web forum, it is a website or a section of a website in which visitors can post comments on a particular topic and reply to other visitors' posts.

Based on <<https://techterms.com/definition/blog>>
<<https://techterms.com/definition/wiki>>
<https://techterms.com/definition/web_forum>
<<https://dictionary.cambridge.org/dictionary/english/post>>
Accessed on July 19, 2019.

Activity 6

- ♦ Explore the images with students by asking what they are and how they are usually used. Ask them if they use emojis in their posts and comments on the Internet.
- ♦ Have students read the sentences and match the emoji that best describes them.
- ♦ Allow students to check their answers in pairs and then proceed with the correction with the whole class. You may try a different kind of correction by drawing the emojis on the board and asking students for the correct answer.

Extra Activity

- ♦ Organize students into groups of three and tell them to come up with other sentences that they could write in messages using the emojis listed in activity 6.
- ♦ Ask the groups to write their sentences down on a separate piece of paper and draw the corresponding emoji next to it. They should write as many sentences as possible.
- ♦ Set a time limit for the activity. When the time is up, have the groups exchange papers.
- ♦ The groups should write replies to the messages written by their classmates and then give the papers back.
- ♦ If time allows, you can keep the “written conversation” going for as long as students are interested.

Activity 7

- ♦ Read the instructions for students and make sure they understand the meaning of "kind", "rude" and "neutral".
- ♦ Explain that people may leave different types of comments on another person's post and that their task now is to identify some of these kinds.
- ♦ Give students some time to do the activity and then ask them to check their answers with a classmate.
- ♦ Ask for volunteers to read the sentences and give the correct answers. Make sure all students understood the three different kinds of comments.

Activity 8

- ♦ Have students work in small groups to discuss the questions.
- ♦ Monitor their discussions and interfere if necessary, telling students that we must respect other people's opinions even when they are contrary to ours.

Ethical Online Communication – "Ethical" means acceptable behavior. When communicating online, the same ethical behavior expected in other areas of life should be applied. Students must know that they should be honest and respect other people's points of view, as well as avoid spreading fake news or improper content.

- ♦ Call students' attention to the different types of comments left on the post on page 12, which had examples of kind, rude and neutral comments.
- ♦ Tell students to think about the discussion they have just had with their classmates and remember the different opinions and points of view. Ask them to reflect on what they could have said to people who left a rude comment for them and how they could have addressed the issue differently. Also, ask them to analyze how often they leave nice comments to posts and how people react to them. Take this time to make students think a bit about their behavior when leaving comments on the internet.

Activity 10

- ♦ Have students work in small groups to discuss the question and monitor their work.
- ♦ After some time, allow students to share their opinions with other groups, and then check with the whole class what they think the best way to keep in touch is.
- ♦ Ask students if they have relatives or friends in other countries or cities and how they communicate with them. If time allows, expand the topic by asking students how often they talk, for how long they stay connected each time they talk, if they use video and audio or just text message etc.

Pages 14 and 15

Language 2

Activity 1

- ♦ Ask students to read the posts and comments and choose the options that correctly complete the sentences.
- ♦ Tell them to check their answers in pairs and then proceed with the correction with the whole class.

- ♦ Once the correction is finished, call students' attention to the grammar box, which brings structures and examples of the simple present versus the present continuous.
- ♦ Check if students can understand the difference between the two verb tenses and call their attention to the form -ing in the present continuous tense. If necessary, elicit other examples and have students write them in their notebook.
- ♦ If necessary, refer students to the **Language Reference** on page 82.

Activity 4

- ♦ Ask students to read the prompts given and then say that they are going to listen to an interview.
- ♦ Play the track once and have students listen to it. Then play it again and give them some time to write the sentences.
- ♦ Play the track a third time, pausing after each sentence, and correct the activity with students by asking for volunteers to say the complete sentences.

Transcript

Interviewer: What's your name and what do you do?

John: My name's John and I'm a DJ.

Interviewer: Do you work every day?

John: No, not every day. I work every weekend.

Interviewer: Do you like your job?

John: I love my job!

Interviewer: What are you doing right now?

John: Right now, I'm choosing the songs for tonight. It's hard work, but it's fun too.

Interviewer: Are you eating and working at the same time?

John: Yes, I'm eating a banana now. I sometimes eat while I'm working, it helps me think!

Interviewer: What do you want to be in the future?

John: My plan is to become a songwriter, so I have to learn how to play a musical instrument first. That's why I have guitar lessons three times a week and study music theory every day.

Activity 5

- ♦ Draw students' attention to the **Snack Learning** box about stative verbs. Explain that these verbs are not used in the continuous form, but some verbs can have more than one meaning. For example, the verb to smell can be used in the continuous form if it is describing an action (and not the sense): "He's smelling the fish.". The verb to think can be used as an opinion and as an action: "I think I can help mom tonight." / "I'm thinking of helping mom tonight."
- ♦ Tell students that the verbs in the box in activity 5 are stative verbs, so they should not be used in the present continuous.
- ♦ Ask them to complete the sentences with the appropriate form of the verbs from the box.
- ♦ Give students some time to complete the sentences and then proceed with the correction with the whole class.

Writing

Activity 1

- ♦ Ask students to read the question and plan their comment.
- ♦ Tell them to think of and reflect on the comments they usually write on the internet and say that if they are not very comfortable with the way they leave comments now, they can start fresh in this activity.

Activity 2

- ♦ Tell students to write a draft of their comment and monitor their work, helping them whenever necessary.
- ♦ Remind them to use emojis or icons to make their comments more realistic.

Activity 3

- ♦ Instruct students to share their comment with a classmate and listen to his/her opinions. They can then correct or make any changes they think are necessary and appropriate.

Activity 4

- ♦ Ask students to create the final version of their comments, incorporating the feedback they have received from their partners. Next, have them share their productions and check in what way they have (or have not) improved.

Investigate

Hypothesis

- ♦ Ask students about the different social media they use and how often they use them. Encourage them to say how much time they spend on social media per day and if they usually leave comments on other people's posts. Elicit what kind of comments they can leave and call their attention to the words in the box.
- ♦ Have students fill in the blanks so that the sentence is true about them. Tell them that there is no right or wrong answer.
- ♦ Explain to students that this sentence is a hypothesis and that it needs to be investigated: even though they believe they leave more compliments, for example, they can find out that they actually leave more comments agreeing with something/someone. Tell them that this is what they are going to do next.

Collect Data

- ♦ As homework, ask students to observe the comments they leave on posts for a week and write down how many are agreements, disagreements, compliments and criticisms.
- ♦ Tell them that they should record up to fifty comments in case they leave more than that. This is going to make it easier for them to analyze the data.
- ♦ Ask students if the difference between the kinds of comments is clear, especially between criticisms and disagreements. Give some examples of both to make sure they understood.

Draw a Conclusion

- ♦ Tell students to go over their data and return to their hypothesis. Then have them complete the conclusion with the results of the investigation.
- ♦ Ask students if they are surprised by the conclusion or if it reflects what they thought at first, that is, if their conclusion matches their hypothesis.

Activity 1

- ♦ Organize students into pairs and have them discuss the questions. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the whole group and encourage the others to listen and contribute in case they have different opinions. Remind students that there is always a nice way to say things, even when disagreeing.
- ♦ Discuss the importance of being polite and nice and of respecting other people's points of view. Also, explain to students that we need to pay close attention to the comments we leave on social media, as they can be misunderstood.

Local and Global

Activity 1

- ♦ Explain to students that even within the same country, some things can have different names.
- ♦ Have them look at the images and the captions and then discuss the questions with a classmate.
- ♦ Tell students that there is no right or wrong answers, as all these words are used in different parts of the United States.
- ♦ Elicit from students how they would say these words in their L1.

Further Information

The examples in the activity were taken from the article "The Cambridge Online Survey of World Englishes", which is available at http://www.tekstlab.uio.no/cambridge_survey/ (accessed on July 19, 2019).

Here is where the words presented are mainly found in the United States:

- **Roundabout** – in all the country, it takes 50% of the results. **Traffic circle** – in Oklahoma, Louisiana and South Carolina. **Rotary** – in Massachusetts and Connecticut.
- **Soda** – on the east, from Maine to Delaware; on the west, from San Francisco to San Diego. **Soft drink** – in New Orleans and most of East Texas. **Pop** – mainly to the north of the country, from Washington to Ohio.
- **Trolley** – mainly in Oregon. **Cart** – many results all over the country, but it takes only 12% of the answers. **Buggy** – from the mid-center (Arkansas) up to the north (Kentucky) and the east (South Carolina). The most common word is **shopping cart**, with 50% of the results and used all over the country.

Activity 2

- Explore with students different names given to the same things in their L1. For example, in Brazil, one popular example is *macaxeira*, *alpim* or *mandioca*, which can also be called *castelinho*, depending on the region. Another example is the way people call the traffic lights: *semáforo*, *farol*, *sinal*, *sinaleiro*.
- Tell students to look for examples and make a list with five of them, including the corresponding varieties. They can work in groups to research on the internet and then share their findings with the whole class. If possible, take students to the computer lab for this research. Otherwise, ask them to do it at home and bring their results to the next class.
- If time allows and you want to expand the activity, ask students to research other words, such as *cookies*, *lollipop* and *candy*, to find out how these things are called in different English-speaking countries.

Activity 3

- Talk to students about the different words that refer to the same thing and ask why they think it is important to learn these variations in English.
- Allow them to discuss in small groups and then open the discussion to the whole class.
- Ask students how they can improve their regional vocabulary and let them give their contributions. Make sure all of them participate in the discussion. If there is a student from another state or region, this might be a good opportunity to explore more variations in their L1, thus providing a good learning environment and helping students make the new knowledge more meaningful.

Imagine

Concept

- Read the concept with students and make sure they understand what it means.
- Instruct them to react to the concept by circling the emoji that best describes their feelings towards it.
- Organize students into small groups and have them compare their responses to the concept.
- Encourage them to discuss how they imagine a life without social media would be: nice or boring. Ask them to justify their ideas and monitor their discussions. Remind students that they have to respect other people's opinions.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- In the following class, have students work in pairs and groups and present what they found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Activity 2

- Explain to students that they are going to read an article in a blog about the concept they have just discussed. Have them scan the QR code to access the text and read it.

- Discuss with students if there are similarities between the QR code text and the information they found in the research. Ask them to justify their opinions.

- Tell students to read the questions and discuss them in pairs.
- Ask for volunteers to share their answers with the class and justify them.

- Talk to students about how life without social media can be exciting. Explore all the things they can do if they are not looking at a screen all the time. Write some of them on the board and challenge students to try them for just one day and then tell their classmates if the experience was good.

- Finally, ask students if the text helped them think about other activities they can do if they are not connected to their cell phones or computers all the time.

Pages 18 and 19

Workbook 1

Activity 3

- Make sure students understand that they need to check the schedule in order to answer the questions.
- Go over the information and clear up any vocabulary doubts students may have, so that they feel more comfortable when doing the activity on their own.

Activity 9

- Encourage students to answer the questions with information that is true for them.
- Tell them to use the language learned in this unit whenever possible. Then correct their answers.

Extension

- Ask students if they know of any exchange programs for teens that want to come to their country.
- Tell them that some schools offer an exchange high school program, just as schools in many countries offer this kind of program for students who want to learn English.
- Invite students to research online into exchange programs to their country and take notes about them, answering questions such as: Which one offers programs in different cities? Which one is more interesting and why? If you were an exchange student, which one would you choose and why?
- In the following class, encourage students to share their findings with the whole class and discuss them.

Page 20

Review 1

Activity 3

- Explain to students that they should use the prompts given to write complete sentences.
- Call their attention to the example sentence and reinforce that the sentences will only use *but* if there is the word *no* in the prompts.

Video: Rebecca from Australia

Before watching

- Organize students into groups. Next, ask them to brainstorm words related to Australia and take notes. When they finish it, have them share their ideas with the whole class and write them on the board. The purpose of this activity is to elicit students' previous knowledge about Australia, where the video they are going to watch takes place.

While watching

- Tell students they are going to watch a video in which a girl named Rebecca describes what it is like to live in Australia and do some activities related to it. After they have done the activities, have them check their answers in pairs and, finally, with the whole class.
- If necessary, play the video again and pause it when students have difficulty understanding it.

Transcript

Rebecca: I'm Rebecca and I'm here to show you how great my life is in Sydney. It's a brilliant place to enjoy spare time and sports in fantastic scenery every day. The first thing that you will notice about an Aussie girl is that she wears these: thongs. OK, I know that "thongs" mean something else in American English. Flip-flops, all right? This is Bondi Beach, a part of Sydney where I live. Tourists come from all over the globe to visit Bondi. And I enjoy that diversity. Most of the people that live in Bondi are young and they come from all over the world. Many work as artists and the lifestyle is very relaxed. I'm a freelancer. I get to work short-term jobs at radio stations, magazines and theaters and at the moment I'm working as the sponsorship executive at the Australian Jockey Club. I like races, hats and horses. Being a freelancer can actually be quite stressful at times and hard, but I'm lucky because the work is varied and dynamic, and Sydney is a wonderful place for job opportunities.

Sorry, can I ask you a question?

Man 1: Sorry, I cannot talk. I've no voice.

Rebecca: Oh, no voice.

Rebecca: What do you like about living in Sydney?

Man 2: Oh, well, the beaches. Yeah, definitely the beaches.

Man 3: Sorry, we cannot talk.

Rebecca: No? I'm getting shut down here.

Girl 1: Hmm, it's just a lovely place to be. It's really calming.

Rebecca: And how would you describe a typical Sydney person?

Woman 1: Friendly, outgoing, hmm, easygoing, yeah!

Rebecca: Thanks!

This is the street where I live. It's just around the corner from Bondi Beach. This is my apartment that I share with my three mates, Patrick, Dylan and Jackie. This is my kitchen. This is where we cook a lot of lovely meals together, though sometimes we get takeaway. This is our lounge room. This is where we sit and watch telly

together, some of our favorite programs. And through here, this is Patrick's room. But I probably won't show you in there, because it's very messy. Typical male!

This is my room. As you can see, I've got a lot of clothes. Messy! Don't look at the mess!

You may have heard of Oxford Street, in London. We now are on Oxford Street, in Sydney. There are some great shops here and I love coming here with my friends.

Oh, shoes. Anything good? Twenty-nine dollars. I don't think they've got it in my size.

Sometimes we have a barbecue. We all get together and cook food and burgers on the barbecue and watch the Sun go down.

Now I will show you another side of Australia, the farm where I grew up. It's in the southwest, about three and a half hours by car from Perth. It takes five hours to fly from Sydney to Perth, so it's very far away. You see, although I live in a city now, I'm definitely a bush girl at heart. It's a nice contrast from the business of the city. Being out in the country reminds you of the simple things in life, and there is something really lovely about the freedom. I love the great blankets of land. Just like the Aborigines of Australia, I've got great respect for it. This is where I grew up and it certainly shaped who I am. As soon as I approach the twelve trees near the driveway, I feel like I'm at home. We've got a lot of animals on the farm: sheep, dogs, we've even got kangaroos. And this is my dog, a kelpie called Turbo. He enjoys wagging his tail and rounding up sheep. And this is my pet lamb, Clippie. He is not afraid of Turbo. My dad is a farmer and my mom is the local physiotherapist. I have two younger brothers. On the farm, we used to have thoroughbred racehorses. Now we just grow wheat, oats, canola and hay. And we have a lot of sheep. My grandparents also live at the farm. My gran is the most modern woman I know. I would like to have her strength so that I can reach my goals, 'cause it can be really hard sometimes. She was a very successful historical writer in a time when girls were supposed to stay at home. My grandfather has been a farmer all his life. He is eighty-five and fit as a fiddle. I think it's because of all the fresh country air. He has lived an amazing life and fought for Australia in the Second World War.

It was really challenging to move from the country to the city when I was only thirteen, to go to boarding school. I really missed my family and my friends, but I enjoyed the education and the experience. Then again, when I was older, I moved across the other side of the country to live in New South Wales and develop a career. I surely miss my family, but I've got a whole lot of friends that are just like family. They really make it worth the while.

I love books. I read all the time, on the plane, on the bus and the train. I enjoy reading, so that I can escape inside an imaginary world. I dream of becoming an author and I'm trying to finish writing a few pieces I've started. Last year, I won a big writing competition in a popular Australian magazine.

By the way, I've got a surprise for you. I recently acted in my first music video with my friends' band, the Sunny Cowgirls.

So, I am a girl from the bush with big dreams and high hopes, but I still want to live selflessly and humbly. I think

It's important to respect people with other views and keep an open mind, trying to change the world for the better. My motto is: "If you never go, you'll never know!" or, in Ralph Waldo Emerson's words, "Always do what you're afraid to do!"

After watching

- ♦ Organize students into pairs and ask them to identify similarities and differences between Rebecca and them. For example, live near a beach, come from the countryside, enjoy reading etc.
- ♦ Organize students into groups and encourage them to imagine what it is like to live in Sydney and in a farm in Australia. Ask them to talk about the things they would enjoy in both places and also the things that would be hard for them, considering a different culture and lifestyle. Then have them share their opinions with the rest of the class. This activity is important so that students notice how each person may react differently to a specific situation and why it is important to respect these differences.
- ♦ Remind students that the word "thongs" is more used in Australia instead of the word "flip-flops", which is more common in American English. Play the video again and ask students to identify another word to refer to "television" ("telly"). Tell students that, although English is spoken in Australia, the United States, England, South Africa and many other countries, the language may have its specific vocabulary and pronunciation in each place.

Project 1 – Geography

- ▶ Organize students into groups and ask each group to research one aspect of Australia, e.g. geography and climate, customs and traditions, eating habits, history, famous tourist spots, folk music etc.
- ▶ Ask them to make a presentation using slides and pictures.
- ▶ Finally, have students present what they have learned about Australia. After the presentations, ask them to share their impressions about the country.

Project 2 – Media Literacy

- ▶ Ask students to create their own video presenting the place where they live, the famous spots in it and what people usually do there. If they decide to interview other people in their video, remind them it is important to ask for the interviewees' permission before recording them. The video should last 3 minutes.

Pages 22 and 23

CLIL

How Do I Feel When Speaking in English? (Academic Skills)

Warm-up

- ♦ Display a series of smileys or emojis (e.g. happy, sad, excited, scared, interested etc.). These can be cutouts or drawings on the board. Ask students to label the feelings portrayed and help with vocabulary as needed. Have students work in pairs to discuss what triggers the feelings in question for them before discussing the title question on the lesson page.

Differentiation Strategy

For activity 4

- ♦ As a whole class, brainstorm a list of different perspectives on the subject discussed. After that, lead the discussion encouraging students to think about the following question: "How may a person be affected by other people laughing at his/her pronunciation?"

Teaching Tip

For activity 7

- ♦ Direct students to activity 1, in which they thought about some suggestions on how to improve their speaking.
- ♦ Tell students to use these suggestions and the text on page 23 to complement their list in activity 7. Have them prepare a short presentation with at least 5 suggestions and ask them to use visual support (e.g. a drawing, a graphic organizer etc.).

Differentiation Strategy

For activity 8

- ♦ Have students organize the rules they have listed into categories (e.g. things you can do, things you can say etc.). Graphic organizers help students make sense of related concepts and ideas. They can be used to organize their thoughts after a lesson.

Wrap-up

- ♦ Organize students into small groups. Ask them to mention times when they have had to use English outside of the class, how it made them feel and which tips might be helpful if they find themselves in a similar situation in the future.

2 Are We What We Wear?

Objectives:

- ▶ Identify items of clothing.
- ▶ Describe what a person is wearing.
- ▶ Talk about personal style.
- ▶ Use *whose* and *belong* to ask and answer questions about possessions.
- ▶ Understand the structure of an article and write a paragraph for one.
- ▶ Reflect on style as an expression of identity.

Language:

- ▶ clothes and accessories (boots, cap, coat, dress, flip-flops, glasses, hoodie, jeans, pants, sandals, scarf, shirt, shorts, skirt, sneakers, socks, top, T-shirt)

- ▶ adjectives to describe style (casual, chic, classy, edgy, hip, laid-back, preppy, stylish, trendy)
- ▶ questions with *whose*
- ▶ possessive pronouns
- ▶ *belong to*
- ▶ object pronouns

Digital Content: First Move image gallery, Imagine text and Video (RTV); Extra Interactive Activities (Learning Platform).

Workbook: pages 36 and 37.

Makerspace: page 40.

Pages 24 and 25

Opening Pages

Shorter Version

- ♦ Ask students to look at the image and describe it. Have them explain in their own words how the image connects to the title of the unit. Guide them to notice that the image may suggest that a person's appearance doesn't always correspond to their essence.
- ♦ Instruct students to read the questions and discuss them in pairs. Then ask for volunteers to share their answers with the whole class.

Longer Version

- ♦ Write on the board "We are what we wear." Elicit from students what this quote means. Help them realize that it means the clothes and accessories we choose express our personality. Add that, in social situations, we are many times judged by what we wear. Encourage them to engage in conversation on the topic.
- ♦ Read the title of the unit with students and draw their attention to the fact that it's the same sentence that is written on the board, but in the interrogative form. Elicit the reason why. Help them realize that the title of the unit may be challenging the saying "We are what we wear.", suggesting that this is not necessarily true.
- ♦ Ask students to look at the image and describe what they see. Help with vocabulary if necessary. Have them explain in their own words how the image connects to the title of the unit. Guide them to notice that the image may suggest that a person's appearance doesn't always correspond to who they are.
- ♦ Based both on the title and the image, elicit what topics students imagine they are going to study in this unit.
- ♦ Organize students into small groups and have them discuss the questions. Monitor and help as needed. Then open the discussion to the whole class.

Tip

A common mistake students of English as a second language make is to mix up the verbs "wear" and "use". It may be useful to explain that "wear" comes before clothing items, accessories and other things people wear on their body, such as "perfume", "contact lenses" etc., whereas "use" is to put something into your service. If you see fit, have students form sentences with these verbs.

Pages 26 and 27

First Move

Activity 1

- ♦ Draw students' attention to the images and ask them if they think the preteens depicted have similar or different styles.
- ♦ Tell them that the words in the box refer to different fashion styles. Clear up any doubts about their meaning.
- ♦ Organize students into pairs and have them discuss to come to some conclusions. Monitor and help as needed.
- ♦ Ask for volunteers to share their opinions.

Activity 2

- ♦ Allow students some time to discuss the questions in pairs. Monitor and help as needed.
- ♦ Open the discussion to the whole class.

Activity 3

- ♦ Instruct students to write the names in the blanks. After that, ask them to justify their answers in pairs.
- ♦ Invite volunteers to share their opinions. Explain that there are no right or wrong answers to this activity, as long as students can justify them.

Activity 4

- ♦ Read the comments with students and clear up any doubts they may have.

- ♦ Tell students to look at the images on page 26 again and choose their favorite outfit.
- ♦ Instruct them to think of a comment they would like to make about that outfit they chose and write a draft of it in their notebook. Monitor and help as needed.
- ♦ Have students exchange notebooks and correct each other's comments if necessary. Encourage them to also give positive feedback and suggest improvements.
- ♦ Tell students to write their comment in the blank box in activity 4 after incorporating their classmates' corrections.
- ♦ Invite volunteers to share their comments with the class.

Activity 5

- ♦ Ask students what they are curious about in relation to fashion for kids and teenagers around the world.
- ♦ In case they seem out of ideas, write a few keywords and phrases on the board for inspiration. Some suggestions are: "comfort(able)", "design(er)", "sustainable fashion", "material(s)", "manufacture", "industry" etc.
- ♦ Instruct students to write a question in their notebook about fashion for teens around the world. Monitor and help as needed.
- ♦ Tell them to copy the question in the space provided in their book after incorporating any necessary corrections.
- ♦ Assign the research for the answer as homework.
- ♦ In the following class, organize students into small groups and have them share what they have found out in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Page 28

Language 1

Activity 1

- ♦ Organize students into pairs and instruct them to complete the sentences with clothing items. Advise them to use a dictionary if necessary. Monitor and help as needed.
- ♦ Check the activity by having volunteers write the answers on the board.
- ♦ Practice the pronunciation of the words on the board with students.

Activity 2

- ♦ In pairs, have students identify what Samuel, Sophia and Lauren are wearing. Advise them to keep using the dictionary if necessary.
- ♦ Tell students to use the descriptions in activity 1 as examples to help them produce their answers. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class.

Activity 3

- ♦ Still in pairs and using the dictionary, tell students to help each other identify the items of clothing and accessories they are wearing. Instruct them to take notes in their notebook.

- ♦ Based on their notes, have students write sentences describing what they are wearing in the space provided in activity 3. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class.

Activity 4

- ♦ Tell students to work individually this time and use a dictionary to help them decide on the synonyms for the underlined words. Monitor and help as needed.
- ♦ Check the activity with the whole class. Clear up any doubts students may have.

Activity 5

Setting the Pace



- Write the adjectives on the board and analyze them with students, highlighting which nouns those adjectives originate from. Help them realize that "edgy" comes from "edge", "stylish" comes from "style" and "trendy" comes from "trend".
- Encourage them to use a dictionary to find the nouns if they are not familiar with their meanings.
- Probably the most challenging adjective for students will be "preppy", so explain that this word comes from "preparatory school", where they get prepared for college. Encourage them to picture what a traditional school uniform looks like—shirt, tie, long pants or skirt, leather shoes etc. If you see fit, show them an image of a traditional uniform.
- Organize students into pairs and have them match the adjectives to the definitions.
- Check the activity with the whole class and clear up any doubts students may have.
- Work on the pronunciation of the adjectives with students.

Extra Activity

- Organize students into pairs. Tell them to go back to the images on page 26 and describe the outfits using the adjectives from activities 4 and 5.
- Follow the same procedure with the images in activity 1 on page 28. Monitor and help as needed.
- Ask for volunteers to describe some outfits for the class.

Activity 6

- ♦ Have students choose a style and imagine an outfit for it. Alternatively, tell them to search for some images of outfits according to the chosen style.
- ♦ Instruct them to write a description of the outfit, completing the sentence in the activity. Tell them to include at least 4 items of clothing or accessories in their description. Monitor and help as needed.
- ♦ Organize students into new pairs and ask for volunteers to read their descriptions so that the class can guess which style they chose.
- ♦ If there is time left, tell students to write new descriptions in their notebook and follow the same procedure.

Listening and Speaking

Activity 1

Transcript

Chloe: Hi there! If you've heard any of my podcasts, you probably know that I go to an international school, so I have friends from different countries... and hmm... today I've decided to talk to some of the kids from my school about what they wear... Hmm, so, let's check it out...

So... I'm gonna start with my outfit ... Today I'm wearing this dark blue dress that I love 'cause I'm going to my friend's birthday party after class, so I'm, like, very chic today... And I got my cute sneakers too. So, all dressed up!

Hey! Tell me about what you're wearing today...

Olivia: OK. I've got on my white sneakers, these cropped pants, a jean jacket and this T-shirt that I borrowed from my sister... That's it!

Jacob: Today I'm wearing this red polo T-shirt, jeans and my favorite sneakers. They're really comfy...

Thomas: Hmm... I'm wearing what I usually wear: a T-shirt, jeans and sneakers... And I got this shirt and these sunglasses just to look kinda cool.

Emily: Well, I'd thought the weather was going to be, like, much warmer today, so I put on these shorts and a white top, but my mom told me to bring this flannel shirt too. It's OK in the school, but the wind's kinda cold outside, so... thanks, Mom!

William: I like to keep it casual, you know, so I'm wearing a cap, a blue jacket, a blue T-shirt, baggy jeans and the brand new sneakers that I got as a birthday gift.

Activity 2

Setting the Pace

▶ Tell students not to look at the images. Challenge them to take notes of the descriptions in their notebook as they listen to the audio. Advise them not to write everything down, just keywords.

▶ Play the whole track.

▶ When it is over, tell students to compare their notes to the images and number them in the order they appeared.

▶ Check the activity with the whole class.

▶ Have students describe the outfits the preteens are wearing in the images.

▶ Play the track pausing after each speaker, so that students can identify him or her and number the image accordingly.

▶ Check the activity with the whole class.

Activity 3

- ♦ Allow students some time to complete the sentences. Tell them to look at the images in activity 2 for visual aid.
- ♦ Play the track one more time for students to check their answers. Clear up any doubts they may have.

Buzzwords

- ♦ Refer students to the **Buzzwords** box and read the sentence with them.
- ♦ Draw their attention to the word "comfy" and ask them what they think it means.
- ♦ Instruct students to look up the word in the dictionary and check their guesses.
- ♦ Check the activity with the whole class.
- ♦ Ask students what kinds of clothes they wear when they want to "get comfy".

Activity 4

- ♦ Play the track while students read the sentences silently. Instruct them to pay attention to how the words in bold are pronounced.
- ♦ When the audio is over, elicit from students if the words in bold are pronounced separately (No.). Guide them to notice that when we speak, we naturally connect some words so that our speech gets more fluid.
- ♦ Play the track again and pause it after each sentence, so that students can repeat them.

Activity 5

- ♦ Play the track and pause it after each sentence, so that students can repeat it.
- ♦ Organize students into pairs and have them take turns repeating the sentences to each other. Explain that all students must say all sentences. Encourage them to give positive feedback and respectfully correct their classmates if it is the case. Monitor and help as needed.

Activity 6

- ♦ Allow students some time to discuss the question in the same pairs as in the previous activity.
- ♦ Ask for volunteers to share their answers. Guide them to notice that most languages have sound connections. In Portuguese, for example, people tend to connect sounds when a word ends in a consonant and the next one begins with a vowel, such as in *fazer isso*, and, in some cases, when a word ends in the same letter as the next one begins, such as in *as sociedades*—as long as the first syllable in the second word is not stressed.

Activity 7

- ♦ Organize students into new pairs. Before they carry out the activity, elicit the question word they should use in each question. If you think it is necessary, do the first item with them. You may write randomly on the board the words that will form the question and have students organize them.
- ♦ Allow them some time to complete the activity. Monitor and help as needed.
- ♦ Ask for them to write the complete questions on the board. Clear up any doubts students may have.

Setting the Pace

- ▶ Challenge students to write more questions about fashion trends in their notebook. Monitor and help as needed.
- ▶ Have students exchange notebooks and correct each other's questions if it is the case.
- ▶ Ask for volunteers to share their questions with the class.

Activity 8

- ♦ Have students interview each other using the questions in activity 7 and the ones in their notebook if it is the case. Instruct them to take notes on the answers in their notebook. Monitor and help as needed.

Tip

Avoid correcting students' mistakes on the spot too frequently, as they could feel exposed and refrain from speaking afterwards. Instead, you may collect data as you monitor them and promote a delayed correction session with the whole class.

Activity 9

- ♦ Instruct students to write in their notebook a script for their presentation based on their classmates' answers. Remind them to use third-person pronouns and conjugate the verbs accordingly. Monitor and help as needed.
- ♦ Set some time for them to practice their presentation in pairs. Monitor and help as needed, but do not overcorrect students, since the focus of this activity is on fluency.
- ♦ When they feel more confident, have them record their presentations using a smartphone or a voice recorder. Alternatively, assign the recording to be done as homework.
- ♦ Tell them to share their audios with the whole class and have students comment on their classmates' productions.

Pages 30 and 31

Reading

Activity 1

- ♦ Tell students to skim the text.
- ♦ Organize them into pairs and instruct them to check the correct options. Clarify that some questions have more than one possible answer. Monitor and help as needed.
- ♦ Check the activity with the whole class. Guide students to notice that the text is an article because it has a title (and a subtitle), an introduction, a body and a conclusion. Add that articles are usually found in periodic publications, since they are short and address topics that are relevant at the moment. They provide information and are written in an entertaining style. This kind of publication may also bring the author's opinion and personal experience, but it usually has an impersonal style. Unlike academic articles—which may contain very specific information that relies on the reader's

background knowledge to be interpreted—, this kind of article is aimed at people in general.

Further Information

Black Panther – 2018 movie produced by Marvel Studios. In the movie, T'Challa (Black Panther) rises to the throne of Wakanda, an isolated and technologically advanced nation in Africa. However, he is challenged by an aggressive outsider.

Maasai – Seminomadic tribe that lives off herding cattle around the border between Kenya and Tanzania. They are known for their bright red clothing and beaded jewelry, as well as for their warrior-centered cultural rituals.

Ndebele – Divided into Northern Ndebele and Southern Ndebele due to historical events, this South African tribe has maintained its cultural essence over time. The women's typical neck rings are related to marital and social status.

Turkana – This nomadic Kenyan tribe's lifestyle is relatively similar to the Maasai tribe's, basically involving herding livestock. Their clothes and accessories also resemble the Maasai's, and the type and amount of jewelry a Turkana woman wears is determined by social status.

Based on <<https://www.imdb.com/title/tt1825683/>>; <<http://www.kenya-information-gulde.com/maasai-tribe.html>>; <http://www.krugerpark.co.za/africa_ndebele.html>; <<http://www.kenya-information-gulde.com/turkana-tribe.html>>. Accessed on July 17, 2019.

Activity 2

- ♦ Instruct students to scan the text and write in which paragraph the requested information can be found.
- ♦ Ask for volunteers to share their answers and justify them with evidence from the text.

Activity 3

- ♦ Instruct students to read the sentences and decide if they are right or wrong. Advise them to underline the excerpts in the text that confirm or contradict the sentences.
- ♦ Invite volunteers to share their answers and justify them with evidence from the text.

Activity 4

- ♦ Allow students some time to do the activity. Advise them to use a dictionary if necessary.
- ♦ Check it orally with the class. Guide them to notice that, in the second paragraph, the author mentions "tights", "capas" and "masks", but not "gloves" nor "socks".

Activity 5

- ♦ Allow students some time to find the information in the text. Monitor and help as needed.
- ♦ Have students compare and discuss their answers in pairs.
- ♦ Ask for volunteers to share their answers and justify them with evidence from the text.

Activity 6

- ♦ Write "costume design" on the board and ask students if they know what it means. Explain that this is the professional area that creates the clothes and accessories actors and actresses wear in movies, TV series, theater plays etc.

- ♦ Organize students into small groups and have them discuss the questions. Monitor and help as needed.
- ♦ Open the discussion to the whole class. Encourage students to engage in conversation.

Activity 7

- ♦ Have students discuss the question in the same groups as in the previous activity.
- ♦ After some time, open the discussion to the whole class. Guide students to notice that clothes and accessories are a way of expressing personality. However, such as in the case of superheroes, people may “hide” behind clothes and accessories, “selling” an image that does not necessarily correspond to their personality. Add that social traditions and pressure are also very strong, so people may be consciously or unconsciously driven to wear items that are fashionable or part of their community’s tradition and do not express their personality. Encourage students to engage in conversation.

Pages 32 and 33

Language 2

Activity 1

- ♦ Draw students’ attention to the images and elicit from them the superhero to whom each item belongs.
- ♦ Read item 1 with them and, based on it, ask them how they would answer item 2. Write the answer on the board.
- ♦ Allow students some time to do items 3 and 4.
- ♦ Ask for volunteers to write the answers on the board.

Activity 2

- ♦ Organize students into pairs and allow them some time to discuss and answer the questions.
- ♦ Check the activity with the whole class and clear up any doubts students may have.

Extra Activity

- Bring an opaque box or bag to class.
- Have each student choose one of their easily recognizable possessions and place it inside the box or bag.
- Invite a volunteer to pick an object at random and ask the class “Whose (pencil case) is this?”.
- Explain that the owner of the object cannot reveal that it belongs to him/her. Instead, students should guess who the object belongs to, saying sentences such as “I think it’s (Fabio)’s.”.
- Go on until all students have participated.

Activity 3

- ♦ In the same pairs as in the previous activity, have students read the excerpt and circle the correct options.
- ♦ Check the activity with the whole class.
- ♦ Write “Possessive Adjectives” on the board and elicit the possessive adjectives from students, writing them under the heading. Elicit some sentences with possessive adjectives and write them on the board as well.
- ♦ Draw students’ attention to the grammar box and read its content with them.

- ♦ Explain that the difference between possessive adjectives and possessive pronouns is that possessive adjectives are followed by the noun they refer to, whereas possessive pronouns are not.

- ♦ If you see fit, rewrite the sentences on the board using possessive pronouns.

- ♦ Clear up any doubts students may have.

Activity 4

- ♦ Allow students some time to carry out the activity. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class.
- ♦ Clear up any doubts students may have.

Activity 5

- ♦ Do item 1 with students and elicit from them why we should use “ours” and not “our”. Guide them to notice that we could only use “our” if it was followed by the word “room”. Clear up any doubts.
- ♦ Allow students some time to do the other items.
- ♦ Check the activity with the whole class.

Activity 6

- ♦ Elicit the names of the clothing items from students and write them on the board. In case no one knows the name of an item, encourage them to look it up in a dictionary.
- ♦ Allow students some time to do the activity and to compare their answers in pairs. Monitor and help as needed.
- ♦ Ask for volunteers to write their answers on the board.

Activity 7

- ♦ Draw students’ attention to the grammar box and read it with them. Clear up any doubts they may have.
- ♦ To help them understand the concept, write the following sentences on the board and have students help you rewrite them using pronouns:
The cat belongs to the man. (It belongs to him.)
The car belongs to the woman. (It belongs to her.)
The comic books belong to the boys. (They belong to them.)
The smartphones belong to the girls. (They belong to them.)
- ♦ Have students answer activity 7. Then explain that the phrase “Ndebele tribe” is in the singular but refers to a people, a collectivity. For this reason, the word “them” was used instead of “it”. Yet both “it” and “them” are correct to refer to the “Ndebele tribe”.

Activity 8

- ♦ Tell students to follow the example given, paying attention to the conjugation of the verb “belong”. Monitor and help as necessary.
- ♦ Ask for volunteers to write the answers on the board. Clear up any doubts students may have.

Further Information

The Amazon Rainforest covers nine countries in South America: Brazil, Colombia, Peru, Venezuela, Ecuador, Bolivia and the Guianas (Guyana, French Guiana and Suriname). Yet around 60% of the rainforest falls within Brazil.

Based on <https://www.peru-explorer.com/amazon_rainforest_map.htm>; <<https://metro.co.uk/2019/08/25/big-amazon-rainforest-much-destroyed-fire-far-10628984/?ito=cbshare>>. Accessed on September 3, 2019.

Activity 9

- ♦ Allow students some time to do the activity individually and compare answers in pairs.
- ♦ Ask for volunteers to read the complete sentences aloud.
- ♦ Clear up any doubts students may have.

Page 34

Writing

Activity 1

- ♦ Write the following questions on the board:

Do you think first impressions are important?

How do clothes and accessories influence first impressions?

Have you ever had a wrong first impression about someone due to their clothes?

- ♦ Read the questions with students and make sure they understand them.
- ♦ Organize students into small groups and have them discuss the questions on the board. Allow them to resort to L1 if necessary.
- ♦ After some time, open the discussion to the whole class. Guide students to notice that clothes and accessories play an important role in first impressions, because people's appearance is usually the first thing we have access to. However, as we get to know someone better, we may confirm or deny our first impressions. That's why it is important to keep an open mind and try to see beyond appearances.
- ♦ Read the text with students and clear up any doubts they may have.
- ♦ Instruct them to think of how they could complete the text based on their own ideas and on the discussion they had previously.

Activity 2

- ♦ Instruct students to make a first draft of their paragraph in their notebook. Monitor and help as needed.

Activity 3

- ♦ Organize students into pairs and explain that they are going to read each other's paragraphs and make suggestions on how to improve them.
- ♦ Elicit elements students should pay attention to when proofreading someone's text, such as spelling, accuracy and clarity of ideas.
- ♦ Have students exchange notebooks, read each other's paragraphs and take notes on them, pointing out good aspects and aspects that need to be improved. Monitor and help as needed.

- ♦ Ask students to tell their classmates what they have noticed in their paragraphs. Advise them to give positive feedback first and to be respectful.

Activity 4

- ♦ Tell students to write the final version of their paragraphs, incorporating the feedback they have received from the teacher and their classmates.
- ♦ Finally, have students share their productions with their partner again and check in what way their texts have (or have not) improved.

Investigate

Hypothesis

- ♦ Read the sentence aloud and draw students' attention to the blank.
- ♦ Tell them to reflect on the sentence and choose one of the options to fill in the blank.
- ♦ Have a show of hands to see what percentage of the class chose each option and write the figures down.
- ♦ Inform students that they are going to test their hypothesis.

Collect Data

- ♦ Tell students that they will have to collect some data to check their hypothesis.
- ♦ Read the instructions with them and make sure they understand what they are supposed to do.

Analyze the Data

- ♦ Ask a few volunteers to share their impressions with the class.
- ♦ Read the instructions with students and clear up any doubts they may have.
- ♦ Instruct them to respectfully approach the person they observed and explain the situation before showing their hypothesis.

Draw a Conclusion

- ♦ After students have talked to the people they observed, ask them if their first impressions were right or wrong. Encourage them to justify their answers.
- ♦ Tell students to complete the sentence based on the analysis of the data they have collected.
- ♦ Have a show of hands to see what percentage of the class reached each possible conclusion and compare it with the figures from the hypothesis stage. Discuss the (lack of) variation with the whole class.

Activity 1

Open-mindedness – Open-mindedness can be defined as a willingness to consider new ideas, specially those that might oppose one's beliefs and values. It leads to awareness and empathy, which are essential for harmonious relationships. It also prevents prejudice. Globalization has put people all over the world in touch, which has exposed us to massive cultural diversity. Moreover, science and technology have been developing quickly and changing paradigms. Therefore, open-mindedness has become extremely significant in the field of education. When it comes to fashion and identity, for example, open-mindedness is

necessary to avoid biased attitudes towards others based on stereotypes.

- ♦ Organize students into pairs and allow some time for them to discuss the questions. Monitor and help as needed.
- ♦ Open the discussion to the whole class, encouraging students to share their opinions and personal experiences. Ask students why most schools and some companies institutionalize uniforms. Guide them to notice that uniforms are a fast way to identify people and—as the name says—they uniform people, “erasing” differences. Discuss the advantages and disadvantages of this with them.

Page 35

Local and Global

Activity 1

- ♦ Explore the images with students, eliciting what they can see. Urge them to be respectful and help them with vocabulary.
- ♦ Organize students into pairs and have them discuss the questions. Monitor and help as needed.
- ♦ Open the discussion to the whole class.

Activity 2

- ♦ Read the questions with students and make sure they understand them.
- ♦ If possible, have them research the answers at school. If not, assign the research as homework.
- ♦ After the research, organize students into groups and have them share their findings. Monitor and help as needed.
- ♦ Open the discussion to the whole class.

Activity 3

- ♦ Discuss the question with students, encouraging them to share their opinions and personal experiences. Guide them to notice that we may not always like someone's appearance, but it is essential to respect them regardless. Respect is the basis for a peaceful society.

Imagine

Concept

- ♦ Ask students if they enjoy shopping for clothes and why. Encourage them to share if they ever feel stressed when doing that.
- ♦ Read the concept with them and make sure they understand it.
- ♦ Instruct students to circle the emoji that represents their reaction to the concept.
- ♦ Organize them into pairs or small groups and have them compare and justify their reactions.

Activity 1

- ♦ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that

they should bring their research to be discussed in the following class.

- ♦ In the following class, have students work in pairs and groups and present what they found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Activity 2

- ♦ Tell students that they are going to read an article about the concept they have discussed. Have them scan the QR code to read it. Clear up any doubts they may have.
- ♦ Discuss with students if there are similarities between the QR code text and the information they found in their research. Ask them to justify their opinions.
- ♦ Have students discuss the questions in the same pairs or groups as in the previous activity.
- ♦ Open the discussion to the whole class. Guide students to notice that the fashion industry has a great global impact both socially and environmentally. Although this industry employs millions of people, many of them are underpaid and work in bad conditions. Moreover, the fast fashion industry consumes many resources and generates a lot of waste. Implementing 3-D printing would impact positively and negatively on both these aspects. Encourage students to engage in conversation.

Pages 36 and 37

Workbook 2

Extension

- ▶ Encourage students to watch the movie *The Devil Wears Prada* (United States/France, 2006). It tells the story of an ordinary girl who gets a job at a fashion magazine.
- ▶ After students have watched it, promote a discussion about how Andrea is judged by her appearance throughout the movie. Tell them to also consider if her change of style has altered her personality in any way. Finally, ask them if they believe the movie is realistic. Encourage students to engage in conversation, sharing their impressions and opinions.

Page 38

Review 2

Activity 1

Transcript

I think my style is essentially preppy, because I like to look very feminine, you know. So, I really love to wear dresses and skirts in vivid colors or florals. And when I wear pants and shirts, or casual T-shirts and shorts, they're usually more classic, not hip or edgy... Then I put on some cute sneakers or sandals and a pretty accessory, and I just feel beautiful and classy.

Branch Out

Who Am I?

Activity 1

- Invite students to work in pairs and discuss the questions.
- Open the discussion to the whole class by asking students the first question to check that they understood the meaning of the expression. Allow them to give their opinions and then confirm that it means that we must not judge a person by his/her physical appearance.
- Then, check the second question, encouraging them to share their answers, making sure they respect each other's points of view.
- Expand the discussion by asking students if they usually judge a book by its cover and, if so, whether they have been proved wrong. Let students share their experiences with the whole class.

Extra Activity

- This might be a nice opportunity to teach students some more idioms. Here are some examples that can be used in a situation when talking about people:
 "All that glitters is not gold." (Someone may not be as valuable or good as he/she first appears.)
 "Empty vessels make the most sound." (Foolish people are the ones who talk the most.)
 "Birds of a feather flock together." (People who have things in common tend to associate with each other.)
 "Beauty is only skin deep." (Beauty has no relation to substance or character.)
 "Looks can be deceiving." (Things can look different from what they are.)
- Ask students to get in pairs to try to explain the meaning of these expressions and then find the appropriate version in their own language.

Activity 2

- Explain to students that they are going to listen to six people talking about themselves.
- Draw their attention to the chart and say that the information about physical description and clothing will not be in the audio. Explain that they are supposed to imagine how the people look like and the kind of clothes they wear, according to what they say about themselves.
- Play the audio once, pausing after each speaker so students have time to complete the first two columns of the chart as they listen. Then, play it once more so they can get any piece of information that is missing.
- Next, ask students to complete the last two columns with their own opinion, justifying their answers.
- Organize them into pairs and have them check the information, but do not correct them at this point.

Transcript

Woman 1: Hi, I'm Sheila. I'm 33 years old and I have two kids. They're five years old, twins, and I really like cooking for them. I have a part-time job in a restaurant, so I can spend more time with my family.

Woman 2: Hey, I'm Debra. I love sports! My favorite is swimming, I go to the pool five times a week. I also like to spend time outdoors and meet my friends for some coffee and good conversation. On the weekends, I go dancing or to the movies.

Woman 3: Hello, I'm Amina. I'm a businesswoman, I'm in the fashion industry. I love fashion and the way people can feel more confident when they are wearing good clothes and wonderful make-up.

Man 1: Hi there, I'm Kris. I'm a doctor and I really like to study and discover new things. I also enjoy films and plays, I think I'm a frustrated actor. Maybe when I retire I can start a new career in acting.

Man 2: Hey, I'm Pete. I'm a Science teacher at an elementary school. Kids like me, you know. We have fun together. Maybe it's because of my hair, I don't know. But I love teaching and I'll always be a great teacher for my students.

Man 3: Hi, I'm Andy and I'm a professional skydiver. This is what I've done since I was fourteen and I think I never feel the same after each jump. I feel the magic, the danger and all the sensations you can have, all at once. If you haven't tried skydiving, give it a chance! I'm sure you'll love it.

Activity 3

- Explain to students that they should go to page 88 to check their answers to activity 2.
- Instruct them to go over the descriptions they wrote down in the chart and check if they match the people in the images.
- Working in the same pairs, have them discuss how similar/different their own descriptions are from the people in the images and see which description got closer to the real ones.
- Check students' answers as a group.

Activity 4

- Organize students into groups of four and explain that they are going to work together to create a game.
- Tell them that each student in the group is going to choose one of the images in the book and write about the person. Instruct them not to give obvious information that can be found in the image, as in activity 2, because the purpose of the game is to show what is behind the cover of the book (making a reference to the expression "don't judge a book by its cover"). Monitor and help as needed.
- Ask students to mingle and change groups. Each student will then read the description he/she wrote and the others in the group will try to identify which person is being described. Tell students to write down how many classmates got the correct answer.
- If there is time, students can change groups and do the activity again. If not, they should go back to their original groups and discuss the answers they got.
- Finally, ask them to tell their classmates how many students judged a book by its cover. To expand the discussion, they can talk about the similarities they found in the descriptions of their classmates when compared to their own descriptions.

Branch Out

Who Am I?

Activity 1

- Invite students to work in pairs and discuss the questions.
- Open the discussion to the whole class by asking students the first question to check that they understood the meaning of the expression. Allow them to give their opinions and then confirm that it means that we must not judge a person by his/her physical appearance.
- Then, check the second question, encouraging them to share their answers, making sure they respect each other's points of view.
- Expand the discussion by asking students if they usually judge a book by its cover and, if so, whether they have been proved wrong. Let students share their experiences with the whole class.

Extra Activity

- ▶ This might be a nice opportunity to teach students some more idioms. Here are some examples that can be used in a situation when talking about people:
 - "All that glitters is not gold." (Someone may not be as valuable or good as he/she first appears.)
 - "Empty vessels make the most sound." (Foolish people are the ones who talk the most.)
 - "Birds of a feather flock together." (People who have things in common tend to associate with each other.)
 - "Beauty is only skin deep." (Beauty has no relation to substance or character.)
 - "Looks can be deceiving." (Things can look different from what they are.)
- ▶ Ask students to get in pairs to try to explain the meaning of these expressions and then find the appropriate version in their own language.

Activity 2

- Explain to students that they are going to listen to six people talking about themselves.
- Draw their attention to the chart and say that the information about physical description and clothing will not be in the audio. Explain that they are supposed to imagine how the people look like and the kind of clothes they wear, according to what they say about themselves.
- Play the audio once, pausing after each speaker so students have time to complete the first two columns of the chart as they listen. Then, play it once more so they can get any piece of information that is missing.
- Next, ask students to complete the last two columns with their own opinion, justifying their answers.
- Organize them into pairs and have them check the information, but do not correct them at this point.

Transcript

Woman 1: Hi, I'm Sheila. I'm 33 years old and I have two kids. They're five years old, twins, and I really like cooking for them. I have a part-time job in a restaurant, so I can spend more time with my family.

Woman 2: Hey, I'm Debra. I love sports! My favorite is swimming. I go to the pool five times a week. I also like to spend time outdoors and meet my friends for some coffee and good conversation. On the weekends, I go dancing or to the movies.

Woman 3: Hello, I'm Amina. I'm a businesswoman, I'm in the fashion industry. I love fashion and the way people can feel more confident when they are wearing good clothes and wonderful make-up.

Man 1: Hi there, I'm Kris. I'm a doctor and I really like to study and discover new things. I also enjoy films and plays, I think I'm a frustrated actor. Maybe when I retire I can start a new career in acting.

Man 2: Hey, I'm Pete. I'm a Science teacher at an elementary school. Kids like me, you know. We have fun together. Maybe it's because of my hair, I don't know. But I love teaching and I'll always be a great teacher for my students.

Man 3: Hi, I'm Andy and I'm a professional skydiver. This is what I've done since I was fourteen and I think I never feel the same after each jump. I feel the magic, the danger and all the sensations you can have, all at once. If you haven't tried skydiving, give it a chance! I'm sure you'll love it.

Activity 3

- Explain to students that they should go to page 88 to check their answers to activity 2.
- Instruct them to go over the descriptions they wrote down in the chart and check if they match the people in the images.
- Working in the same pairs, have them discuss how similar/different their own descriptions are from the people in the images and see which description got closer to the real ones.
- Check students' answers as a group.

Activity 4

- Organize students into groups of four and explain that they are going to work together to create a game.
- Tell them that each student in the group is going to choose one of the images in the book and write about the person. Instruct them not to give obvious information that can be found in the image, as in activity 2, because the purpose of the game is to show what is behind the cover of the book (making a reference to the expression "don't judge a book by its cover"). Monitor and help as needed.
- Ask students to mingle and change groups. Each student will then read the description he/she wrote and the others in the group will try to identify which person is being described. Tell students to write down how many classmates got the correct answer.
- If there is time, students can change groups and do the activity again. If not, they should go back to their original groups and discuss the answers they got.
- Finally, ask them to tell their classmates how many students judged a book by its cover. To expand the discussion, they can talk about the similarities they found in the descriptions of their classmates when compared to their own descriptions.

Makerspace

Making a Superhero Costume

- ♦ This activity can be done at any point after you have covered the **Reading** section. It requires appropriate space and materials, so be sure to provide them in advance.
- ♦ Have students look at page 40 and explain that they are going to make a superhero costume.
- ♦ Go through the basic supplies with them and clear up any doubts they may have.
- ♦ Read the first five steps in the **Action** section with students and check if they understand how to go about them.
- ♦ Allow students some time to plan their costume's design and instruct them to make a draft in their notebook. Monitor and help as needed.
- ♦ Organize students into small groups and have them discuss the questions in the first **Problem-solving** box.
- ♦ Read instructions 6-10 with students and make sure they understand them.
- ♦ Tell students to follow the steps. Monitor and help as needed, but allow them to work independently as much as possible. Encourage them to make the most of the materials and be mindful of waste.
- ♦ When their costumes are ready, have them discuss the questions in the second **Problem-solving** box with the same classmates they talked to in the first time.
- ♦ Ask students if the discussion has motivated them to make any changes to their costumes and allow them to do it.
- ♦ Have students put their costumes on, helping each other as needed. Make sure they are comfortable and properly dressed.
- ♦ Have students present their superheroes to the class, saying their names and describing their superpowers.
- ♦ Take pictures or record videos of students' presentations.
- ♦ Finally, have students discuss the questions in the **Assessment** section in groups. Ask volunteers to share their impressions and experiences with the class.

Video: Sophie's Costume

Before watching

- ♦ Encourage students to play a guessing game. Have them write the name of a comic book or pop culture figure on a small piece of paper. Collect all the pieces of paper and put them in a bag. Organize students into groups and ask one member of each group to take one piece of paper randomly from the bag, without looking, and place it somewhere visible to the rest of the group. The student will have to guess the name of the figure by asking yes/no questions to the rest of the group. When he/she guesses correctly, another student should pick another piece of paper and repeat the guessing game. The group that guesses the most figures is the winner.

While watching

- ♦ Tell students they are going to watch a video about a girl doing cosplay. First, have them guess the steps of a cosplay project. Then play the video and ask them to check their answers.
- ♦ Next, ask students to do activity 2 and decide whether the statements are true or false.

Transcript

Sophie: Yay! I'm finally back. So the reason why I didn't make a video in such a long time is... this! Or actually more like this.

Narrator: It's Sophie's first cosplay outfit. She chose a character she liked and built the costume herself.

Sophie: I designed this costume myself and, for those of you who don't know, it's a Twi'lek from *Star Wars*.

Narrator: Making a costume like this is a lot of work and usually takes a long time.

Sophie: I designed and built this whole thing in two weeks or something.

Narrator: Not bad for a beginner. Sophie really likes dressing up, but that's not the only reason why she decided to do it.

Sophie: One of the things that I realized I really love about cosplay is that it kind of forces you to learn new skills all the time. So, of course, if you make your own costumes, you will learn all these different things that you need to learn in order to actually make the costume.

Narrator: Drawing things on wood was just one new thing she learned.

Sophie: But then it also teaches you about all these things that you would never even think about.

Narrator: You learn the hard way that if something doesn't work the first time, you can just try again.

Sophie: Nothing ever works on the first try, like, ever; that just doesn't happen.

Narrator: And if it still doesn't work, you have to find another way of doing it.

Sophie: So, yay, I finally did my first cosplay. And I actually designed this for Comic Con Germany in Stuttgart in June. It was on my birthday. People wanted to talk to me and take pictures with me. I absolutely didn't think that was going to happen, so...

Narrator: Yeah. She forgot to make a video. So, what are we looking at? Sophie and her friends are on their way to Cologne for Gamescom. This time, she remembered to make a video and she even participated in a costume contest. She didn't win, though...

Sophie: It's just a very easy way to find people who share the same interests as you, and it's just so much fun. But it was just a great experience and I got to meet so many awesome people, so... Yeah! It was awesome. That's my new favorite word.

After watching

- Instruct students to think about and discuss what Sophie had to learn during her project. Then have them arrange the skills along the chart in activity 4 according to the type of skill and their personal interest in developing them.

Project 1 – Textile Art

- Organize students into groups and have them research cosplay and agree on a favorite comic book or pop culture figure of whom to make a costume. Instruct them to make the costumes and document the process (creative solutions, know-how etc.) using simple language in a series of video/audio/blog entries. Finally, they must organize a costume contest in which they will announce each character, the elements of its costume and the materials in English.

Project 2 – Art and Design

- Have each student create a poster about their favorite comic book or pop culture figure. Each poster should contain: 1) an image of the figure made in mixed techniques and materials, such as paint and fabrics, drawings, collages etc.; and 2) a profile of the figure with bio, preferences etc. Ask them to display their posters around the school or in the classroom, as if it were an exhibition. Have them make an opening ceremony to introduce and answer questions about their chosen figures.

Pages 42 and 43

CLIL

What Are Seasonal Offers? (The Economics of Life)

Warm-up

- ♦ Organize students into groups of three. Write the following question on the board for them to discuss in their groups:
What is the best time of the year to buy the following items? Justify your answers.
 - a) Warm clothes
 - b) Summer clothes
 - c) School supplies

Teaching Tip

For activity 2

- ♦ Organize students into pairs and ask them to use the internet to do some research into the prices of other expensive products, in order to compare prices in other countries and in their own country. Then, have them work together with another pair to share their findings and discuss what might cause the differences in price between the countries.

Differentiation Strategy

For activity 7

- ♦ Before doing the activity, ask students to brainstorm products they usually use and write them on the board. The purpose of this activity is to help students remember products that are common in their houses.

Wrap-up

- ♦ Organize students into groups of three. Have them discuss which products are best to buy at a Main Street shop and which are best to buy at a street market or a more informal place. Tell them to make a simple chart to categorize the products they have chosen. Ask volunteers to share their ideas and write them on the board.

3 Interests and Talents

Objectives:

- ▶ Talk about talents, careers and interests.
- ▶ Identify personal interests, abilities, strengths and weaknesses.
- ▶ Express opinions on different professions.
- ▶ Identify characteristics of exchange ads and understand their purpose.
- ▶ Use *can* to talk about abilities.
- ▶ Write an exchange ad.
- ▶ Investigate how many people students know whose careers match their teenage interests and talents.
- ▶ Reflect on the importance of self-knowledge when choosing a career.

Language:

- ▶ occupations (accountant, actor, bus driver, director, doctor, dog walker, engineer, firefighter, lawyer, nurse, police officer, salesperson, software developer, teacher, tutor)
- ▶ abilities (analyze (data, information), create (stories), design (clothes, software), develop (computer programs), look after (children, pets, sick people), sell, speak in public)
- ▶ *can* (affirmative, negative and interrogative forms)

Digital Content: First Move infographic, Imagine text and Video (RTV); Extra Interactive Activities (Learning Platform).

Workbook: pages 56 and 57.

Pages 44 and 45

Opening Pages

Shorter Version

- ♦ Instruct students to look at the image and explain in their own words how it connects to the title of the unit. Guide them to notice that many different interests can occupy a person's mind.
- ♦ Organize students into small groups and set some time for them to discuss the questions.
- ♦ Open the discussion to the whole class.

Longer Version

- ♦ Ask students to look at the image and describe what they see. Help them with vocabulary if necessary.
- ♦ Draw students' attention to the title of the unit and ask them how it relates to the image. Guide them to notice that we can have many different interests.
- ♦ Based both on the title and the image, elicit what topics students imagine they are going to study in this unit.
- ♦ Have students think for a while and write a definition for the word "talent". Next, organize them into pairs or small groups and have them compare their definitions. Invite volunteers to read their definitions aloud and encourage some discussion about their talents, interests and abilities.
- ♦ Still in pairs or small groups, have students discuss the questions. Monitor and help as needed. Then open the discussion to the whole class.

Pages 46 and 47

First Move

Activity 1

Self-awareness – Self-awareness is the ability to recognize one's own character, emotions and desires and to assess one's qualities and limitations. Developing self-awareness helps

students adjust their expectations, be more self-confident and more compassionate towards themselves and others. Some strategies to develop self-awareness are creating a personal space, reflecting on one's actions, listening to others and being open to feedback and positive criticism. Although they are not decisive, aptitude tests—like the one in this activity—and personality quizzes may help students become more aware of their own characteristics.

- ♦ Draw students' attention to the image and elicit from them what it is (An aptitude test.). Ask them where it is possible to find a test like this (On the internet, in magazines and newspapers.) and what its purpose is (To help people find out information about themselves.).
- ♦ Ask students if they have ever taken an aptitude test and if they agreed with its result.
- ♦ Encourage them to read the information in the image. Monitor and help as needed.
- ♦ Instruct them to answer the questions individually based on the flowchart.
- ♦ Invite volunteers to share their answers and justify them by mentioning things they are good—or bad—at doing.

Activity 2

- ♦ Have students ask five different classmates about their results in the aptitude test to fill out the chart. Monitor and help as needed.

Activity 3

- ♦ Allow some time for students to carry out the activity. Monitor and help as needed.
- ♦ Open a class discussion about different talents and aptitudes.

Activity 4

- ♦ Allow some time for students to answer the questions. Monitor and help as needed.
- ♦ Ask for volunteers to share and justify their answers.

Extra Activity

- ▶ Organize students into pairs.
- ▶ Write the following criteria on the board. Instruct students to discuss and rank the criteria for choosing a career in order of importance, according to their opinion.
 - () being creative
 - () being famous
 - () being proud of oneself
 - () enjoying oneself
 - () having a rewarding job
 - () having the same job as one's father/mother
 - () helping other people
 - () making a difference in the world
 - () making a lot of money
- ▶ Ask for volunteers to share their answers.
- ▶ Guide students to notice that self-awareness helps people choose a career since it allows them to get to know their own values and what makes them happy.

Activity 5

- ♦ Ask for volunteers to read the comments made by different people about the aptitude test. Clear up any doubts students may have.
- ♦ Instruct students to write a comment about the flowchart in the blank space. Monitor and help as needed.
- ♦ Have students compare their comments in pairs and invite volunteers to read theirs aloud or write them on the board.

Activity 6

- ♦ Elicit from students which career they think of following and if they would like to talk to a professional who works in that field.
- ♦ Instruct them to write a question about a career they would like to know more about. Monitor and help as needed.
- ♦ Have students share their question with some classmates, who can try to answer it.
- ♦ Assign the research of the answer as homework.
- ♦ In the following class, organize students into small groups and have them share what they have found out in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.
- ♦ If possible, promote a Career Day at school, inviting professionals from different areas to talk to students.

Page 48

Language 1

Activity 1

- ♦ Draw students' attention to the images and go over the list of professions with them.
- ♦ Organize them into pairs and allow a few minutes for them to label each image.
- ♦ Correct the activity orally with the whole class.
- ♦ Encourage students to name more professions they are familiar with. Help them with vocabulary as needed.

Activity 2

- ♦ Still in pairs, instruct students to choose the best option to complete each sentence.
- ♦ Have them search for the meaning of unknown words in the dictionary if necessary.
- ♦ Correct the activity orally. Clear up any doubts students may have.

Activity 3

- ♦ Do item 1 with students and write the answer on the board. Make sure students understand what they are supposed to do.
- ♦ Allow them some time to carry out the activity. Monitor and help as needed.
- ♦ Ask for volunteers to write the answers to the other items on the board. Clear up any doubts students may have.

Activity 4

- ♦ Organize students into new pairs and allow a few minutes for them to discuss the questions. Monitor and help as needed.
- ♦ Invite volunteers to share their answers with the class.

Activity 5

- ♦ Have students discuss the question in the same pairs as in the previous activity. Encourage them to consider the pros and cons of each profession and guide them to notice that it is OK not to be interested in any of the professions listed. Monitor and help as needed.
- ♦ Open the discussion to the whole class.

Page 49

Listening and Speaking

Activity 1

- ♦ Organize students into pairs and allow them some time to speculate on the image. Monitor and help as needed.
- ♦ Open the discussion to the whole class.

Activity 2

Transcript

Director: Well, in the first episode of the TV show, we are downtown, in the middle of a crowd. It is a very busy day and there is an accident between a school bus and a car. Susan, you come from the right into the scene, OK?

Susan: OK. So, I am a salesperson and I am working at the shoe store across the street when I hear a loud noise and run to the street, right?

Director: Right! Thomas, you are a police officer and you are working near the shoe store. Hurry to help the people from the bus. You look worried because there are a lot of people in the street...

Thomas: Worried police officer. Got it.

Emily: And I am the school bus driver. I am helping the kids get off the bus while Bobby, the teacher, is holding one of the kids.

Director: Exactly, Emily. Simon is a doctor and he is looking after the kids, who are very shook up. He is ashamed because he is the car driver who was responsible for the accident.

Simon: So I stand here, near the kids?

Director: Yes, you do.

Roger: Am I getting to the accident scene in a hurry?

Director: Yes, Roger! You're the firefighter, so you are running to get here soon because people are in danger. The bus is on fire, it might explode.

Roger: OK, I got it!

Director: So, let's start. Everyone ready? On your marks. Lights, camera, action!

Setting the Pace



- ♦ Instruct students to read the names of the actors, but not the roles in the options.
- ♦ Play the track and have them write the roles they hear next to the images of the actors.
- ♦ When the track is over, tell students to read the options and see if they match their notes.
- ♦ Correct the activity with the whole class.



- ♦ Read the names of the actors and the roles with students. Clear up any doubts they may have.
- ♦ Play the track, stopping after each important piece of information.
- ♦ If necessary, play the whole track one more time.
- ♦ Allow students to compare their answers in pairs.
- ♦ Correct the activity with the whole class.

Activity 3

- ♦ Allow students some time to read the sentences and circle the options they believe are correct.
- ♦ Play the track again for them to confirm their answers.
- ♦ Ask for volunteers to read the complete sentences aloud.

Buzzwords

- ♦ Refer students to the **Buzzwords** box and read the sentence with them.
- ♦ Draw their attention to the expression "shook up" and ask them what they think it means.
- ♦ Instruct students to look up the expression in the dictionary and check their guesses.
- ♦ Ask them if there is any equivalent expression to "shook up" in their L1. In Portuguese, for example, "*em choque*" may be used similarly.
- ♦ Organize students into pairs and encourage them to form sentences or dialogues using the newly learned expression.
- ♦ Invite pairs of volunteers to share their sentences or dialogues with the class.

Activity 4

- ♦ Read the instructions with students and make sure they understand what they are supposed to do.

- ♦ Organize them into small groups and allow them some time to carry out the activity. Advise them to write a script that they can follow when recording the audio/video in activity 5. Monitor and help as needed.

Activity 5

- ♦ Instruct students to rehearse their role-play. Monitor and help as needed.
- ♦ When students feel more confident, have them record the audios or videos using a smartphone or a camera. Alternatively, assign the recording as homework.
- ♦ Watch students' videos or listen to their audios and give them feedback on their production.

Pages 50 and 51

Reading

Activity 1

- ♦ Instruct students to look at the text but not to read it in detail yet.
- ♦ Tell them to read the questions and check the correct options. Clarify that more than one option is possible in each item. Monitor and help as needed.
- ♦ Correct the activity with the whole class.
- ♦ Ask students if they have ever exchanged objects or talents and, if so, what their experience was like.

Tip

The purpose of an exchange ad is to persuade the reader to exchange an object or a service, so the target audience is very specific—a potential consumer of that product or service. Therefore, the style of the language is usually direct and informal, with few words and simple sentences.

Activity 2

- ♦ Allow students some time to do the activity individually. Advise them not to worry about words they do not understand at the moment. Monitor and help as needed.
- ♦ Correct the activity with the whole class.

Activity 3

- ♦ Allow students some time to do the activity individually. Advise them to underline the information in the text that led them to the answers. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class.

Activity 4

- ♦ Elicit the matches from students. Have them justify their answers.

Activity 5

Setting the Pace



- ♦ Allow students some time to carry out the activity individually. Advise them to use a dictionary if necessary. Monitor and help as needed.
- ♦ Correct the activity with the whole class.

- ▶ Organize students into pairs and challenge them to make a sentence with each of the words or expressions they have found in the text.
- ▶ Ask for volunteers to share their answers with the class.

- ▶ Write the answers on the board at random.
- ▶ Instruct students to use the text and a dictionary to help them match the synonyms. Monitor and help as needed.
- ▶ Correct the activity with the whole class.

Pages 52 and 53

Language 2

Activity 1

- ♦ Allow a few minutes for students to read the ads again and do the activity.
- ♦ Refer them to the grammar box and ask for volunteers to read it out loud. Clear up any doubts students may have.

Activity 2

- ♦ Read the example with students and make sure they understand what they are supposed to do.
- ♦ If necessary, do item 2 with them.
- ♦ Organize students into pairs and have them do the other items. Monitor and help as needed.
- ♦ Ask for volunteers to share their answers with the class.

Activity 3

- ♦ Allow students some time to do the activity. Monitor and help as needed.
- ♦ Ask for volunteers to share the questions and the answers with the class.

Extra Activity

- ▶ Have students choose a famous character, sportsperson, actor, musician, writer, scientist etc. and think about what this person can and cannot do.
- ▶ Organize students into pairs and have them play a guessing game. One student says what the chosen person can and cannot do and his or her classmate should try to guess who it is.
- ▶ Monitor and help with vocabulary as needed.

Activity 4

- ♦ Play the track and have students match the names to the images. Remind them that not all images will be used.
- ♦ Correct the activity with the whole class.

Transcript

Joshua: My name's Joshua and I'm a doer. I prefer hands-on activities and I'm always doing new things, especially in the kitchen. I love to cook. I can make delicious dishes!

Madison: I'm Madison and I'm a persuader. I'm the class president now and I'd love to be a lawyer one day. People say I can negotiate well and I think I can speak well in public too.

Nathan: My name's Nathan and I'm a helper. I love to look after animals. My mom is a veterinarian and she is teaching me a lot of things. I can help her in many activities in the vet's office.

Tiana: I'm Tiana and I'm a doer too. But, unlike Joshua, I prefer the computer instead of the kitchen. In fact, I can't cook anything! But I can create and develop simple computer programs. I want to work with technology when I grow up.

Activity 5

- ♦ Guide students to notice that the difference between the pronunciation of *can* and *can't* is very subtle in American English. Basically, the pronunciation of *can* is smoother, whereas the pronunciation of *can't* is more abrupt. In sentences, the vowel sound in *can* is usually reduced to almost nothing, whereas the vowel sound in *can't* is never reduced.

Tip

In British English, the difference between the pronunciation of *can* (/kæn/) and *can't* (/kɑːnt/) is much more perceptible than in American English.

Activity 6

- ♦ Play the track, pausing after each sentence, and allow students time to circle the correct option.
- ♦ Play the track one or two more times, according to students' needs.
- ♦ Ask for volunteers to write the correct sentences on the board.

Transcript

- 1 Martha can play soccer.
- 2 My parents can't understand Japanese.
- 3 Juliet can't sing very well.
- 4 Louis can dance ballet.
- 5 The students can write in English.

Activity 7

- ♦ Model the activity with a volunteer and make sure students understand what they are supposed to do.
- ♦ Organize students into pairs and have them ask and answer the questions. Encourage them to ask for and give more information about their abilities when possible. Monitor and help as needed.
- ♦ Ask for pairs of volunteers to role-play their dialogue for the whole class.

Activity 8

- ♦ Write some model sentences about students' abilities on the board, such as "Vinicius can play the harmonica."
- ♦ Instruct students to write sentences about their classmates' talents. Monitor and help as needed.
- ♦ Ask for volunteers to write some sentences on the board.

Activity 9

- ♦ Have students describe the image and go over the verbs in the box.
- ♦ Allow a few minutes for them to do the activity. Monitor and help as needed.
- ♦ Correct the activity orally with the whole class.

Activity 10

- ♦ Instruct students to think of three things they can do and two they cannot.
- ♦ Tell them to think of good and bad consequences of their abilities or lack of abilities. For instance, if a student can speak in public, he/she can be an actor in a school play.
- ♦ Have students write their paragraph. Monitor and help as needed. Alternatively, assign the writing as homework.

Page 54

Writing

Activity 1

- ♦ Instruct students to take notes in their notebook answering the questions. Advise them to use the paragraph they wrote in activity 10, page 53, for inspiration. Monitor and help as needed.

Activity 2

- ♦ Tell students to write a draft based on their notes. Advise them to use the ads on page 50 as models. Monitor and help as needed.

Activity 3

- ♦ Organize students into pairs and instruct them to exchange books, so that they can read each other's exchange ads.
- ♦ Tell them to give positive feedback and respectfully point out their classmates' mistakes. Encourage them to also give suggestions for improvement. Monitor and help as needed.

Activity 4

- ♦ Tell students to write the final version of their ads, incorporating the feedback they have received from their classmate in activity 3.
- ♦ Finally, have them share their production with the whole class.

Investigate

Hypothesis

- ♦ Read the sentence with students and draw their attention to the missing word. Explain that they should use one of the three options in the box to fill it in.
- ♦ Ask for some volunteers to share their hypotheses with the class.
- ♦ Tell students that now they need to test their hypotheses.

Collect Data

- ♦ Tell students that they will have to collect some data to check their hypotheses.
- ♦ Instruct them to reproduce the chart in their notebook, sparing at least a blank page, so that they can take notes on their interviewees' answers.

- ♦ Model on the board the way in which students should fill in the chart. Clear up any doubts they may have.
- ♦ Set some time (two days, a week etc.) for them to carry out the activity. Clarify that they may conduct the interviews in L1 if necessary.

Analyze the Data

- ♦ When the time is up, have students analyze the data they have collected. Tell them to check how many of the people they interviewed have careers that match their teenage interests.
- ♦ Organize students in pairs and allow them a few minutes to answer the two questions and compare their findings. Monitor and help as necessary.

Draw a Conclusion

- ♦ Tell students to complete the sentence with "Most", "Some" or "Few", according to the data they have collected and analyzed. Ask them if their initial hypothesis was confirmed.

Activity 1

- ♦ Read the questions with students and clear up any doubts they may have.
- ♦ Organize them into small groups and have them discuss the questions. Monitor and help as needed.
- ♦ Open the discussion to the whole class. Encourage students to reflect on the reasons why some people have careers that match their teenage interests while others do not.
- ♦ Guide students to reflect on how self-awareness changes over time and its importance when choosing a career.

Page 55

Local and Global

Activity 1

- ♦ Draw students' attention to the images. Ask them if they have ever taken or heard of vocational courses. Encourage them to share their experiences.
- ♦ Allow students time to read the text and the questions. Clear up any doubts they may have.
- ♦ Organize students into pairs and have them discuss the questions. Monitor and help as needed. After a few minutes, open the discussion to the whole class.

Activity 2

- ♦ Read the questions with students and clear up any doubts they may have.
- ♦ If possible, have them research the answers to the questions at school. If not, assign the activity as homework.
- ♦ After the research, organize students into groups and have them share their findings. Monitor and help as needed.
- ♦ Open the discussion to the whole class.

Activity 3

- ♦ Still in groups, instruct students to discuss the questions and come up with ideas.
- ♦ Ask for volunteers to share their ideas with the class. Discuss the feasibility of their ideas and, if appropriate, encourage them to talk to the school's principal about them.

Imagine

Concept

- Read the concept with students and make sure they understand what it means.
- Encourage them to react to the concept by circling the emoji that best describes their feelings towards it.
- Organize students into groups and have them compare and justify their responses to the concept. Monitor and help as needed.

Activity 1

- Instruct students to research into the concept at home.
- Organize students into small groups and have them compare their findings.

Activity 2

- Tell students that they are going to read an article about the concept they have discussed. Have them scan the QR code to read it. Clear up any doubts they may have.
- Ask students if the content of the text is somehow similar to what they have researched.
- Instruct students to discuss the questions in the same groups as in the previous activity.
- Open the discussion to the whole class. Encourage students to say whether they were surprised by the information in the text and justify their answers.
- As a follow-up, ask them if they already have any insights about their careers. Have them justify their answer based on their self-awareness.

Pages 56 and 57

Workbook 3

Activity 1

- When correcting this activity, guide students to notice that the title of an exchange ad is usually what the person who wrote it is offering.

Activity 3

- When correcting this activity, guide students to notice that we can infer that Brianna likes helping her parents because she writes "It's quite fun!". We can also infer that she is busy on Saturdays because she is only available on Sundays.

Activity 4

- When correcting this activity, elicit from students what led them to the answers. Guide them to notice that, even when we do not know a word or expression, we can infer its meaning through context.
- As an extension to this activity, organize students into pairs and challenge them to form sentences or dialogues with the words or expressions they have found in the text.

Activity 5

- Alternatively, have students write the exchange ad on a separate piece of paper for assessment.

Activity 6

- As an extension to this activity, organize students into pairs and have them form sentences or dialogues with the collocations.

Extension

- Encourage students to do some research about the poet Maya Angelou at home. In the following class, write this quote on the board:
"I believe talent is like electricity. We don't understand electricity. We use it. You can plug into it and light up a lamp, keep a heart pump going, light a cathedral, or you can electrocute a person with it. Electricity will do all that. It makes no judgment. I think talent is like that. I believe every person is born with talent." (Maya Angelou)
- Organize students into groups and have them discuss what they understand from the quote and if they agree with it. After some time, open the discussion to the whole class.

Page 58

Review 3

Activity 1

Transcript

1

Mark: Hey, Corina.

Corina: Hi, Mark.

Mark: Listen... Do you know anyone who can look after my cats next weekend? I'm gonna be away for two nights.

Corina: How about Daniela? She lives nearby, doesn't she?

Mark: Yes, she does. But she can't look after pets. She can't even take care of plants.

Corina: OK, let me think... Hmm, I know! My cousin Douglas!

Mark: Is he good with cats?

Corina: Oh yes, definitely. He does volunteer work for an animal rescue organization. He loves animals. I'm sure he can take care of your cats.

Mark: That's great. Send me his contact number, please. I'm calling him now.

2

Ginny: I want to learn how to sing, Jack. Do you know any good music schools?

Jack: Hmm... let me think, Ginny. You know, I think Lorelai goes to a music school around here.

Ginny: Oh, yes, that's right. And she can play the piano very well, so the school must be good!

Jack: And her brother Jamie is a musician too, isn't he? I think he can play the drums and the guitar. The whole family can play something, I guess.

Ginny: What a lucky family. I'll ask Lorelai for the address of her school.

3

Louise: I'm so hungry.

Bill: Why don't you make something to eat?

Louise: I can't cook.

Bill: I can teach you, if you want.

Louise: Really, Bill?

Bill: Sure. What do you want to eat?

Louise: Hmm... some Beef Wellington, a soufflé and baked Alaska for dessert.

Bill: Those dishes are too complicated, Louise! I can't make that. How about some spaghetti with tomato sauce?

Louise: That'll be great, thanks.

Page 59

Video: Growing Cities

Before watching

- ♦ Ask students if they know anyone who grows or has grown their own food. Discuss their experience or ask for students' opinions about it. Suggest a hypothetical situation: if students had to grow their own food, what would it be?

While watching

- ♦ Have students watch the video and do activity 1. Next, have them check their answers in pairs and correct the false sentences (1 Dan and Andrew want to know how people grow healthy food in the cities. 3 The Brother Nature Farm is in Detroit.).
- ♦ Check the answers with the whole class.
- ♦ Play the video for the second time and ask students to decide which sentences describe the cities mentioned in the video. Have them check the boxes. Then play the video again to correct the answers.

Transcript

Dan: Changing the way we use land today will change the way we get our food in the future.

Andrew: Hi, he's Dan. And I'm Andrew.

Dan: We're from Omaha, Nebraska. We know that, in the past, people in Nebraska used to grow their own food very near the city. Now, most of what we grow is not for people to eat. To help our community, we want to find out how we can grow healthy food closer to where most people live: in the cities. So, we're going on a road trip around the country to find out what people are doing in other cities. First stop, Detroit. In Detroit, there are many unused spaces.

Greg: Every single lot in this neighborhood used to have a house and a garage...

Dan: Most people in Detroit live in a food desert. They can buy junk food at grocery stores, but never have any fresh food. Here at the Brother Nature Farm, they're trying to do something about that.

Greg: Welcome to the Brother Nature Farm. My name's Greg and this is a one-acre salad farm. We tend to grow things that you just can't get at the store.

Dan: They're using the empty space to grow the fresh food people need. Back home, we also have lots of land that nobody uses. But in places like our next stop, New York City, what can people do? They don't have any extra space. Or do they? Brooklyn Grange is a working rooftop farm, where they grow fresh organic food to sell to stores and restaurants.

Anastasia: We're here in Long Island City, Queens, sitting on a one-acre rooftop farm.

Dan: But it's such a new idea that some people find it hard to believe.

Anastasia: This is not a hobby, this is not something quaint.

Dan: The quality of the food is helping others to take the idea seriously.

Anastasia: As soon as they taste our food, that's when they realize: this is really good produce.

Dan: If there were green rooftops in our cities, there would be more fresh food and cleaner air at the same time! We have many more places to visit, but we already have some great ideas to take home.

After watching

- ♦ Ask students to find Omaha, Detroit and New York City on the map of the United States. Then have them answer the following question: "Which place is similar to where you live?". Encourage them to justify their answers. Tell them to discuss their answers in small groups.
- ♦ Have students answer the following question: "Which project—Brother Nature Farm or Brooklyn Grange—would work better where you live? Why?". Give them some time to reflect on the question and then form pairs so that they can discuss their answers.
- ♦ Organize students into two groups and have them role-play Greg's team (who work at the Brother Nature Farm) and Anastasia's team (from Brooklyn Grange). Each team member must describe their farm to a member of the other team and try to offer additional information to what they have seen in the video. Allow students to use the video transcript for inspiration.

Project 1 — Biology

- ▶ Working as a group, have students research "urban gardening" and grow several plants. Working individually or in pairs, have them take care of their mini-garden and document the process (profiles of each plant, watering plans, crops expectations, possible recipes etc.) using simple language in a series of photo/video/audio/blog entries. Finally, they must organize a crop fair or a presentation to talk about the project and to demonstrate/taste the results.

Project 2 — Geography/Business and Entrepreneurial Literacy

- ▶ Have students set up a business meeting. Looking at the map of the United States and drawing an imaginary line for the road trip from Omaha to Detroit to New York City, students should speculate what other major cities would be on Dan and Andrew's route. Working in small groups, instruct students to research the climate of these cities and choose a city to support with their own ideas for a fresh food business. Each group should prepare a presentation for a business meeting in which they need to convince the "investors". Here are some points to consider: type of food, competitors in the area, help to the community.

CLIL

Is the Voice a Musical Instrument? (Art)

Warm-up

- Play or perform for students a bit of Gregorian chants (e.g. music by Era or Nordic Voices). After some minutes, ask students to write down their feelings about it and share these with another classmate. Then elicit some ideas from students. Finally, ask students to read the title question and attempt an answer in pairs.

Teaching Tip

For activity 1

- Organize students into groups of three for the voice exercises in activity 1. Encourage fun but always with a respectful interaction. Raise awareness of the fact that singing is a skill which takes a long time to develop and must be practiced extensively. For item 4, give some examples of famous singers who growl when singing, such as Whitney Houston, Celine Dion, Rihanna, Joss Stone, Kelly Rowland, Amber Riley and Lady Gaga, or even play some parts of their songs in order to demonstrate this.

Differentiation Strategy

For activity 3

- Organize students into pairs and have them work together as "writing buddies". Make sure students write with a specific purpose in mind and that they have an opportunity to discuss what they have written. It is not necessary for writing buddies to be at the same language level, as long as you provide the vocabulary and language structures they will need.

Teaching Tip

For activity 8

- Elicit a definition for the concept of "social awareness" from the class and ask students for examples of songs that aim to raise awareness regarding a social issue. If students struggle to name any suitable songs, list or play some examples, such as "Imagine" (John Lennon), "Blowin' in the Wind" (Bob Dylan), "Man in the Mirror" (Michael Jackson) and "One" (U2). Have lyrics and translations available to help them identify the topic in question more easily.

Differentiation Strategy

For Maker Zone

- This activity should be modeled with the whole class before students work in groups. Draw a compass on the center of the board and then record responses for the appropriate direction: N, E, S and W. Then have students respond to the following statements and questions:

E = Excited. What excites you about this activity?

W = Worrisome. What do you find worrisome about this activity?

N = Need to Know. What else do you need to know or find out about this activity? What additional information would help you to do it?

S = Stance or Suggestion for Moving Forward. What is your current opinion on the activity? How might you move forward in your evaluation of this activity?

Wrap-up

- Organize students into groups of four and ask them to debate the following question: "What is more important: the quality of a singer's voice or the message of the lyrics in a song?". When students have reached a consensus in their groups, encourage them to express their conclusions to the whole class.

4 Life in the Past

Objectives:

- ▶ Talk about life in the past.
- ▶ Talk about things students used to do as a baby or a child.
- ▶ Identify and write a photo-essay.
- ▶ Identify food items.
- ▶ Talk about students' food preferences.
- ▶ React to other people's food preferences.
- ▶ Reflect on English words recently incorporated into students' language.

Language:

- ▶ food (beans, bread, butter, cheese, chicken, chili pepper, coffee, egg, fish, meat, milk, pasta, potato, rice, water)
- ▶ adjectives to describe food (bitter, delicious, hot, OK, salty, sour, sweet, tasty, weird)
- ▶ used to (affirmative and negative forms)
- ▶ reflexive pronouns

Digital Content: First Move video, Imagine text and Video (RTV); Extra Interactive Activities (Learning Platform).

Workbook: pages 74 and 75.

Makerspace: page 78.

Pages 62 and 63

Opening Pages

Shorter Version

- ♦ Ask students to look at the image and describe it. Have them explain in their own words how the image connects to the title of the unit.
- ♦ Instruct students to read the questions and discuss them in pairs or in small groups. Then ask for volunteers to share their answers with the whole class.

Longer Version

- ♦ Ask students to look at the image and describe what they see. Help them with vocabulary if necessary.
- ♦ Draw students' attention to the title of the unit and ask them how it relates to the image.
- ♦ Based both on the title and the image, elicit what topics students imagine they are going to study in this unit.
- ♦ Ask them if they know what time travel is and if they have ever watched a movie about it. As an example, you may talk about the franchise *Back to the Future*. Help them with vocabulary as needed.
- ♦ Organize students into small groups and have them discuss how their lives would be different if they lived in another time. Encourage some class discussion on the topic. Point out that even though time travel may refer both to the past and to the future, this unit is going to focus on the past, especially on habits in the past.
- ♦ Have students discuss the questions in pairs or still in small groups. Monitor and help as needed. Then open the discussion to the whole class.

Pages 64 and 65

First Move

Activity 1

- ♦ Have students look at the images on page 64. Ask them to describe what they see and what the images have in common.

- ♦ Direct students to activity 1 and ask for some volunteers to read the questions aloud. Make sure they understand they have to name the objects in question 1, and if they do not know them, they can guess. Also, encourage them to think of modern objects to answer questions 2 and 3.
- ♦ Tell students to share their ideas in pairs or small groups.
- ♦ After a while, open the discussion to the whole group and ask for some volunteers to share their ideas. Write the answers on the board for visual support.
- ♦ Finally, encourage the whole group to discuss how different or similar life was in the past.

Activity 2

- ♦ Tell students that they are going to watch a video about families experiencing a different way of life.
- ♦ Instruct them to read the question. Play the video once and ask students to compare their answer in pairs.
- ♦ If necessary, play the video again for students to check information.
- ♦ Check answers with the whole group, encouraging students to refer to elements from the video to justify their answers.
- ♦ Check students' understanding of the video and ask them why they think the BBC has decided to run a show like *Back in Time for Brixton*. Ask students how many of them are descended from immigrants and if they know about the conditions in which their families arrived in the country where they live now.

Transcript

Narrator: Following in the footsteps of the original Windrush arrivals, the Irwin family's first stop will be the Clapham bunker. And just like so many other Caribbean immigrants, they've left their youngest child behind. Families would send for them later, once settled.

Giles: Hi, guys. I'm Giles (people greeting). You had to leave Romane behind, I gather.

Family: Yes!

Giles: Sorry about that.

Janice: How sad!

Giles: But it's nice to have you here anyway, the five of you. Let's go to where people spent their first night after arrival.

Janice: OK.

Narrator: With a hundred and eighty steps to the bottom, the bunker was home to many of the Windrush arrivals. Some for four weeks. They were crammed into tiny bunks in a five-meter wide tunnel and had to put up with a constant noise of underground trains.

Giles: So this is where people spent their first night.

Janice: Oh, wow!

Brienne: Is that a bucket to pee?

Janice: Yeah.

Giles: You don't wanna lose that.

Weininger: What is this?

Janice: It's just horrible. It's awful. Imagine sleeping onto this. I thought I knew what I was going to experience and I never knew about this.

Historian: Well, the arrival of the Windrush caused something of a panic with the authorities. They didn't know where to place all of you guys. They thought "Oh, we've got those empty bomb shelters, that will do as temporary accommodation".

Brienne: That is just horrible. I'm coming from somewhere with so much space and air, and light, straight down into a damp, just cold...

Giles: Would you be regretting coming?

Brienne: Yeah. I would. It's almost like a slap in the face. You've come to help our motherland and whatnot. And then you come down here and this is your life. I just, I can't even imagine it.

Giles: So, look, the good news is that you're not actually living here, but if you were living here, you wouldn't spend that much time down here, because, you know, you gotta earn a living.

Weininger: Oh, I'll be happy to work after living here.

Janice: Yeah, that's right. I'll be glad to be out of the bunker.

Weininger: Yeah, absolutely.

Narrator: Not only did they need somewhere to stay, all new arrivals needed feeding too. Even though Britain was still under strict rationing, the Women's Voluntary Service stepped in to lay on a proper British dinner, served in a tent near the bunker.

Giles: Hi, guys. Welcome to your first meal in England.

Narrator: The Irwins are having the exact same meal.

Giles: It was rationed. You've got a very, very small piece of beef. Potatoes are not so short supplied, you can have two of those.

Weininger: Is there any chance of seconds, maybe?

Giles: Not until 1954, I'm afraid. If you stick around.

Weininger: Alright.

Giles: How does your lunch look?

Shelasah: Very... bland.

Giles: For many, this would've been their first ever taste of Great British Cuisine.

Weininger: This is good!

Janice: What do you think, Shesh?

Weininger: C'mon, Shelasah, it's not that bad.

Janice: Whatever you leave, I eat. 'Cause you wouldn't waste it.

Narrator: There's even dessert: sweet pudding and custard.

Weininger: Thank you, Emma.

Janice: I'm in heaven... 3, 2, 1...

Tiana: It is not that bad, actually.

Weininger: No, it's quite good.

Breanne: It's OK.

Giles: If you think about this, we set this up as an experiment. But it's quite hard not to feel guilty, as an English person, for what it must have looked like to people like the Irwins. When it came to serving the puddings, I knew they were supposed to get small portions, because it was rationing, and I felt so bad now, I gave them bigger portions of pudding, as I thought "It's the least I can do". I think Mom and Dad are going to be absolutely fine, you know, they grew up in the seventies, fighting harder times, and now the kids are gonna find it harder.

Further Information

Back in Time for Brixton – documentary about a modern family who agreed to experience what life was like for Caribbean immigrants in Britain in the post-World War II period.

Based on <<https://www.bbc.co.uk/programmes/b083xysq>>. Accessed on July 23, 2019.

Caribbean immigration to the UK – the SS Empire Windrush arrived in London in 1948. On the ship there were 492 passengers from Jamaica, Trinidad and Tobago and other islands, most of which had fought for Britain during the war and were seeking work. These passengers were invited to come to the UK after World War II because of the local labor shortage.

Based on <http://www.bbc.co.uk/caribbean/news/story/2008/06/080620_windrush2.shtml>. Accessed on July 23, 2019.

Activity 3

- ♦ Ask students about similarities and differences between life nowadays and life for Caribbean immigrants when they first arrived in London. List their answers on the board.
- ♦ Direct students' attention to the box in activity 3. Have them compare the words in it to the ones on the board.
- ♦ Ask them to read the question, then clarify any vocabulary questions they may have. Make sure they understand what they have to do, then allow them some time to try to remember which items the families had access to and which ones they didn't.
- ♦ Play the video again for students to check their ideas.
- ♦ Then tell them to compare their answers in pairs or small groups.
- ♦ Check their answers with the whole group.

Activity 4

- ♦ Go over the question with students, making sure they understand it.

- ♦ Allow students some thinking time, then tell them to compare their notes in pairs.
- ♦ If necessary, play the video again so they can check their answers.
- ♦ Check answers with the whole group.

Activity 5



Perspective-taking – Perspective-taking is the ability to assume a different point of view from one's own, in order to understand how other people see and feel something. The TV show from the video gives a modern family an opportunity to live like people lived 70 years ago, which makes their perspective-taking easier. However, it is not often possible for people to live a cultural immersion experience like that. So, we should try to develop perspective-taking based on our own knowledge, imagination and empathy. Traveling, the internet, newspapers, books, movies, conversations with other people etc. can be sources of knowledge to strengthen our perspective-taking ability. This is an essential competency to avoid cultural misconceptions and prejudice.

- ♦ Go over the first question with students and encourage them to think of what they saw on the video to answer. For instance, draw their attention to the fact that one of the kids leaves some food on the plate and the mother takes it so it is not thrown away. Also, remind them that Giles says that seconds were only allowed after the year 1954. If appropriate, tell students that there was food rationing at the time and explain briefly what it was.
- ♦ Repeat this procedure with the second question, making sure they refer to what is said on the video to answer. They should also pay attention to people's facial expressions while eating to answer it.
- ♦ Go over the last question with students, making sure they understand that they are supposed to imagine they were with the family from the video, and what kind of food they believe they would miss the most if they were in their shoes. Encourage them to also mention other items or conveniences they would miss.
- ♦ Allow students some time to think about their answers. Then have them share their ideas in pairs.
- ♦ After a while, open the discussion to the whole group. Make sure students feel comfortable sharing their own points of view in a respectful environment.

Further Information

Food rationing in the United Kingdom – began on January, 1940, four months after the outbreak of World War II. A black market soon developed, while queueing outside shops and bartering for extra food became a way of life. Restrictions started to be gradually lifted three years after the war ended, ending completely in 1950.

Based on <<https://www.iwm.org.uk/history/what-you-need-to-know-about-rationing-in-the-second-world-war>>. Accessed on July 23, 2019.

Activity 6

- ♦ Have students read the comments in the activity and ask them if they agree or disagree with any of them and why.

- ♦ Then tell students to write their own comment about the video, encouraging them to give opinions about its content. Explain that they can comment on the content, make a suggestion or write about their own life and how it compares to the one they saw. Monitor and help as needed.
- ♦ If time allows, organize students into small groups and have them share and compare their answers. Make sure they do so respectfully.

Activity 7

- ♦ Elicit from students what they have learned about life in the past and encourage them to share their ideas aloud.
- ♦ Ask them what other information they would like to know about what life was like 70 years ago in their own country.
- ♦ Encourage students to write a question and then share it with some classmates, who can then try to answer it.
- ♦ Assign the research for the answer as homework.
- ♦ In the following class, organize students into small groups and have them share what they have found out during their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—on the topic.

Page 66

Language 1

Activity 2

- ♦ Ask students if they know the food groups and why it is important to know them. Guide them to notice that by knowing the food groups and their different functions, we can have a more balanced diet.
- ♦ Have students write the food items of activity 1 in the corresponding groups.
- ♦ Correct the activity orally.
- ♦ As an extension to this activity, challenge students to think of other food items to include in each category.

Tip

Whenever students are asked to describe an image using one word, it is always a good idea to ask them to justify their choices by identifying elements in the images which helped them figure out the answers. This strategy is especially helpful to teach students to pay attention to details and also to help you determine if they have really understood the target vocabulary.

Activity 3

- ♦ Organize students into pairs. Instruct them to use the words from the box to complete the descriptions of the images. Advise them to use dictionaries if necessary.
- ♦ Ask for volunteers to share their answers with the class.
- ♦ Challenge students to provide more examples of food items that taste bitter, hot, salty, sour and sweet.

Activity 4

- ♦ Tell students to think about what they usually eat for each meal. Instruct them to write sentences in their notebooks describing

- what they have for breakfast, lunch and dinner. Advise them to use a dictionary if necessary. Monitor and help as needed.
- ♦ Organize students into pairs and have them talk about their meals.
- ♦ Alternatively, play some music and tell students to walk around the room. When you pause it, have students talk to the classmate nearest them.
- ♦ Ask for pairs of volunteers to perform their dialogues for the class.

Page 67

Listening and Speaking

Activity 2

- Ask students what dishes their families usually eat when they have meals together. Encourage them to think if these dishes have any relationship to their families' history.
- Tell students that they are going to listen to a teenager named Laura talking about her eating habits. Read the questions with them and clear up any doubts they may have.
- Play the track and have students do the activity individually. Then organize them into pairs and have them compare their notes.
- Check the activity orally.

Transcript

Laura: Hi! My name is Laura and I am British, but my grandmother was Jamaican, which is pretty cool, huh? So, do you think I eat British or Jamaican food at home? Well... like most of my friends, I love hot dogs, burgers and fries, and pizza... Oh, pizza is definitely one of my faves... but, at home, we have healthy food. And because of my family's origin, we sometimes have Jamaican food. You won't believe this, but I really love a soup my grandma used to make on Saturdays. And now my dad cooks it exactly the same way. It is chicken foot soup.

To make it, you only need one pot. You cook it with pumpkin, carrots, yam, chayote, sweet potatoes and some other stuff to add flavor, like garlic, onions and pepper... and chicken feet, of course.

It is very easy and fast to make. First, you boil water. Then add garlic and onion and boil for five minutes. After that, you add the chicken feet and salt and boil it for ten minutes more. Peel all the vegetables and cut them in big pieces, like cubes, and after those ten minutes, put all the vegetables in the pot and boil everything until they are all soft and cooked. It takes about thirty or forty-five minutes more. There are so many other ways of making it, but this is how my grandmother used to make it and it is the way I like it. Kids are often afraid of the appearance of it... It is kind of weird if you think of it, and ugly, because it is made with real chicken feet.

Well... to me, it tastes like home and it reminds me of my grandmother.

Activity 3

- ♦ Tell students to look at the images and check the food items that are used in the soup Laura's grandmother used to make.
- ♦ Play the track one more time and have students confirm their answers.

- ♦ Check the answers with the whole class.
- ♦ As an extension to this activity, tell students to ask their parents for recipes their grandparents used to make. Have them share the recipes in the following class.

Buzzwords

- ♦ Read the sentence with students and draw their attention to the word "faves".
- ♦ Ask them if they remember the part of the audio in which Laura uses this word. If necessary, play the beginning of the track again.
- ♦ Have students look the word up in the dictionary and answer the question.
- ♦ Ask for volunteers to share their answers with the whole class.

Activity 7

- ♦ Brainstorm with the whole class what the most popular dishes in their country are and write them on the board. Elicit from students what the main ingredients of these dishes are and when people usually eat them.
- ♦ Organize students into pairs and tell them to follow the instructions in the activity and take notes in their notebook. If possible and necessary, have them do some research about the brainstormed dishes. Monitor and help as needed.
- ♦ Instruct students to write a script for their videos based on their notes. Monitor and help as needed.

Activity 8

- ♦ Instruct students to rehearse their scripts aloud. Monitor and help as needed.
- ♦ Have them record the videos in pairs using a smartphone or a camera. Alternatively, you can assign the recording to be done as homework.
- ♦ In the following class, watch students' videos and give them feedback on their production.

Pages 68 and 69

Reading

Activity 2

- ♦ Guide students to notice that, in most texts, images are used to visually reinforce what has been written. However, in this type of text, images are as important as—or more important than—written text. Add that this type of text is called a photo-essay. Ask students if they have ever seen a photo-essay before and where it is possible to see it (On the internet and magazines.).
- ♦ Have students pay attention to the order of the images. Guide them to notice that in photo-essays, each image is informative on its own, but it is also part of the greater narrative. Finally, elicit the purposes of a photo-essay (Provide information, be easy and fast to read and be interesting.). Ask students why it is not usual to make a photo-essay with personal photos. Help them realize that an essay is an analytical text on a particular subject, so a photo-essay is different from a photo journal, for example.

Activity 3

- ♦ Organize students into pairs and have them discuss the questions for a while.

- Ask for volunteers to share their ideas with the class.
- Guide students to notice that all the images and captions talk about things that were common in the past, but are not anymore, at least not in the same way. The toys in images number 1 and 2 still exist, but, nowadays, they are made of other types of material that are considered safer for kids, such as plastic. People still take a lot of pictures—and some still use cameras like the one in image 3—, but many people use smartphones to take most of their pictures nowadays. People still cook, but eating out and ordering food are much more common habits nowadays than they were in the past. Moreover, men also cook more often nowadays, this is not an exclusively female task anymore.

Activity 5

Setting the Pace



- If students have difficulty with item 3, reread the caption to image 1 with them and guide them to notice that its first part is directly connected to the image. The image depicts a rocking horse and the first part of the caption says "Many children used to play with rocking horses made of wood...". The second part of the caption contains information about the topic, but which is not visually represented in the image: "... and people used to ride horses as a means of transportation. Just like in the present, in the past toys also imitated adult life in a smaller scale.". There are no people riding horses in the image.
- Organize students into pairs and have them analyze the other sentences similarly.
- Invite volunteers to share their findings with the class.

Activity 6

- Instruct students to check the right sentences and find evidence in the text to support their answers.
- Invite volunteers to share their answers with the class. Guide students to notice that the third sentence is not correct because the text says that "People [...] waited for hours, days or weeks to see that special vacation beach photo.", which means that people used to go on vacations. The fourth sentence is also incorrect because the text says that "... people used to wait for hours for a meal to be ready."

Activity 7

- Instruct students to answer the questions and find evidence in the text to support their answers.
- Ask for volunteers to share their answers with the class. Elicit from students what helped them understand what an analog camera is and draw their attention to the part of the text that says "They used to take the film that went inside the camera to a shop and it used to be expensive to get the photos printed."

Activity 8

- Instruct students to scan for specific information in the photo-essay in order to do the activity.
- Ask volunteers to write their answers on the board.

- Guide students to notice that this type of activity is important because when we do not know a word in English, it is important to try to infer its meaning from context, since we may not have access to a dictionary or to the Internet at the moment. In the same way, when we are talking to someone, we may not know or recall a word, so it is important to know how to convey its meaning in an alternative way.

Activity 9

Tip

This may be a good opportunity to discuss with students if girls naturally prefer some types of toys and boys prefer others. Guide them to notice that society tends to offer some types of toys to girls and others to boys, which may strongly influence their preferences not only regarding toys, but life choices, such as careers and roles in society. Help students reflect on the impact of offering mostly dolls, dollhouses, clothes, make-up, kitchen utensils etc. to girls; and offering model heroes, model cars, tools, building blocks etc. to boys. Encourage them to share their experiences and engage in conversation.

Setting the Pace



- Organize students into small groups. Set the time and explain that they should come up with as many toys that imitate adult life as possible.

- When the time is up, have the groups read their lists aloud. The group with the longest list is the winner.



- Elicit from students the toys they used to play with when they were younger and that imitated adult life. Write their answers on the board.

- If necessary, have students use a dictionary to help them do the activity.

Activity 12

- Have students read the alternatives and choose the best one. Guide them to notice that the image is showing students in uniforms and one of them is holding a ball, so the second caption would be the best choice.

Pages 70 and 71

Language 2

Activity 1

- Have students read the example sentences.
- Ask them if it is common for people to ride horses as a means of transportation nowadays. Guide them to notice that people who live in rural areas may still ride horses to move around, but there are many other options of transportation nowadays. Similarly, some people like taking photos with analog cameras because they enjoy the process or like the result, but the most practical way of taking photos nowadays is using a smartphone. So, these sentences describe habits that most people had in the past, but do not have anymore.

- Organize students into pairs and have them circle the correct options in the sentences. Monitor and help as needed.
- Ask for volunteers to share their answers and clear up any doubts students may have.
- As a follow-up activity, have students make affirmative and negative sentences about habits they used to and did not use to have when they were younger.

Activity 2

- Instruct students to find and underline the sentences on page 68 in which *used to* appear.
- Organize students into pairs and allow some time for them to discuss and answer the questions.
- Ask for volunteers to share their answers with the class.
- Refer students to the grammar box and clear up any doubts they may have.

Extra Activity

- Write the following sentences on the board and have students copy them in their notebook:
 1. My grandmother _____ live in a small apartment.
 2. When my father was 5 years old, he _____ play with video games.
 3. In the post-war period, immigrants in the United Kingdom _____ eat a lot because there was food rationing.
 4. When my mother was a little girl, she _____ ride a tricycle.
 5. I _____ drink soda when I was a baby.
- Instruct students to complete the sentences with their own ideas.
- Correct the activity by asking for volunteers to complete the sentences on the board.

Possible answers:

1. My grandmother **used to/didn't use to** live in a small apartment.
2. When my father was 5 years old, he **used to/didn't use to** play with video games.
3. In the post-war period, immigrants in the United Kingdom **didn't use to** eat a lot because there was food rationing.
4. When my mother was a little girl, she **used to/didn't use to** ride a tricycle.
5. I **used to/didn't use to** drink soda when I was a baby.

Activity 4

- Have students do the activity individually and then compare the answers in pairs.
- Correct the activity by asking volunteers to share their answers with the class. Clear up any doubts students may have.
- As an extension to this activity, have students make sentences about their families' past.

Activity 7

- Write the phonetic transcription /'ju:st tu:/ on the board and help students read it aloud. Elicit from them what words have been phonetically transcribed (*Used to*). Draw their attention

to the fact that the *u* is pronounced like "you". Then play the track and encourage students to repeat the sentences after the audio.

- Organize students into pairs and have them circle the correct options.
- Correct the activity orally and clear up any doubts students may have.

Activity 10

- Write on the board "When I was 3 years old, I didn't use to pick clothes for myself. My parents picked them for me."
- Underline *myself* and elicit from students what it means (The reflexive form of "I") and when it is used (When the subject and the object of a sentence are the same.).
- Draw students' attention to the **Snack Learning** box and have them study the words carefully.
- In pairs, instruct students to circle the correct reflexive pronouns.
- Ask for volunteers to read the sentences aloud. Clear up any doubts students may have.

Extra Activity

- Write the following sentences on the board and ask students to identify the reflexive pronoun in each one.

1. I can make a sandwich **myself**.
2. Do you like to look at **yourself** in the mirror?
3. My mom enjoys **herself** on the beach.
4. My dad sometimes cuts **himself** when he shaves.
5. My cat licks **itself** all the time. It's annoying!
6. My family and I bought **ourselves** a really nice car.
7. Every time we visit my grandma, she says "Help **yourselves** to some cake."
8. Selfish people only think about **themselves**.

- Check by asking volunteers to go to the board and underline the reflexive pronouns. Clear up any doubts students may have.
- Organize students into trios and have them say which sentences are true for them and why. Encourage them to engage in conversation. Monitor and help as needed.
- Ask for volunteers to share the answers with the class.

Writing

Activity 1

- Previously, ask students to decide on the topic they want to write about and bring to class two or three images related to it. Tell them that the images they pick must be representative of the topic they chose. They must communicate something on their own and in the narrative.
- Before students start writing, tell them that it is important to decide on the order of the images, since they are going to communicate something through with them.
- Have them write sentences for the images using *used to*. Monitor and help as needed.

Activity 2

- ♦ Instruct students to make a first draft of their photo-essay by following the guidelines in the book. Tell them to use the sentences they wrote in activity 1 as a starting point and develop them accordingly. Monitor and help as needed.

Activity 3

- ♦ Organize students into pairs and explain that they are going to read each other's photo-essays and make suggestions on how to improve them.
- ♦ Elicit elements students should pay attention to when proofreading someone's text, such as spelling, accuracy and clarity of ideas.
- ♦ Have students exchange books, read each other's photo-essays and take notes on them in their notebook, pointing out good aspects and aspects that need to be improved. Monitor and help as needed.
- ♦ Ask students to tell their partners what they have noticed in their photo-essays. Advise them to be respectful.

Investigate

Hypothesis

- ♦ Write on the board "In the past, girls used to get married at the age of 18."
- ♦ Ask students if they agree with your sentence and have them guess at what age women/girls used to have children. Open a class discussion and check what information students have about their parents and grandparents as basis for their guesses.
- ♦ Go through the box with students and have them come up with different sentences as hypotheses based on the prompts given.
- ♦ Ask volunteers to share their ideas with the class.
- ♦ Say that they are going to test their hypotheses soon.

Collect Data

- ♦ Tell students that they will have to collect some data to check their hypotheses by interviewing people they know that are 55 years old or more.
- ♦ Advise students that perspective-taking is really important when interviewing older people because they may have a totally different life experience.
- ♦ Set some time (two days, a week etc.) for students to carry out the activity.

Tip

Suggest some more questions for students to ask in their interviews, such as:

1. What types of games did you use to play with your friends?
2. What types of activities did you use to do during the week?
3. What cartoons did you use to watch?
4. Where did you use to go on weekends?
5. Who did you use to play with?
6. What singers did you use to like?
7. What did you use to eat?

Analyze the Data

- ♦ Elicit from students what the interviews were like and encourage them to talk about the experience. Ask them to share their findings and check if their hypotheses were confirmed.
- ♦ Organize students into small groups and have them discuss the questions. Monitor and help as needed.
- ♦ Ask for some volunteers to share their answers.

Draw a Conclusion

- ♦ Tell students to complete the sentence with data they have collected in the interviews.

Activity 1

- ♦ In the same groups as in the previous activity, have students discuss the questions. Monitor and help as needed.
- ♦ Ask for volunteers to share their ideas.

Page 73

Local and Global

Activity 1

- ♦ Explore the images with students, encouraging them to describe what they can see.
- ♦ Organize them into pairs and have them answer the questions. Monitor and help as needed.
- ♦ After a few minutes, open the discussion to the whole class. Guide students to notice that there are lots of words in English we use daily, such as *delivery*, *laptop*, *airbag*, *login*, *check-in* etc. Challenge them to come up with English words that were common in the past but that are hardly ever used nowadays, such as *fax*, *pager*, *VCR* etc.

Activity 2

- ♦ Read the instructions with students and make sure they understand what they are supposed to do.
- ♦ Organize them into pairs and instruct them to do some research and answer the questions.
- ♦ Have the pairs compare their findings. Monitor and help as needed.
- ♦ Ask for volunteers to share their findings with the class. Guide students to notice that languages change because reality changes: people of different cultural backgrounds get in touch, technology evolves, the media creates new words to explain phenomena etc.

Activity 3

- ♦ Read the questions with students and allow them some time to discuss in groups.
- ♦ Ask for volunteers to share their ideas with the class. Guide them to notice that it is important to keep up to date with changes in language so that our speech sounds as natural as possible. Add that we can keep up to date by reading, watching and listening to recent cultural productions in the language we study, talking to native speakers etc.

Imagine

Concept

- ♦ Read the concept with students and make sure they understand what it means.

- ♦ Instruct them to react to the concept by circling the emoji that best describes their feelings towards it.
- ♦ Organize students into small groups and have them compare and justify their responses to the concept. Monitor and help as needed.
- ♦ After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- ♦ Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- ♦ In the following class, have students work in pairs and groups and present what they found out in the research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Activity 2

- ♦ Tell students that they are going to read a text about what they have discussed. Have them scan the QR code to read it.
- ♦ Discuss with students if there are similarities between the QR code text and the information they found in their research. Ask them to justify their opinions.
- ♦ In pairs, have students discuss the questions.
- ♦ After a few minutes, open the discussion to the whole class. Encourage students to share their opinions and ask them if the text they read has helped them see the situation proposed in the sentence from a different perspective.

Pages 74 and 75

Workbook 4

Extension

- ▶ Remind students of activity 5 on page 65, in which they discussed the concept of perspective-taking. Ask them if they know any movies, books, series etc. that address this topic.
- ▶ Encourage students to watch the movie *Freaky Friday* (United States, 2003). It tells the story of a mother and a daughter who do not get along and end up swapping bodies for a day.
- ▶ After students have watched the movie, ask them what both the mother and the daughter have learned from the experience. Ask them if they get along with their parents and if they usually try to understand their parents' point of view. Encourage students to, in the future, imagine the types of difficulties their parents face and try to be kinder to them.

Pages 76 and 77

Review 4

Activity 5

- ♦ Brainstorm with students the types of activities they used to do when they were babies.

- ♦ Draw students' attention to the images in the book and have them describe what they see.
- ♦ Show students the box with the names and instruct them to write the names under the images according to what they hear. Before playing the track, remind students that there is one extra image.
- ♦ Check answers with the whole class. Elicit if students used to do any of these things when they were babies.

Transcript

Debbie: When I was a baby, I used to play with our cat Kinder. He was very cute.

Jake: I don't remember much, but my mom always says that I used to throw tantrums frequently.

Kris: My parents love the outdoors, so we used to go to the park a lot.

Stuart: Well, I was always hungry, I remember that! I used to eat with my hands and make a mess!

Tiffany: My mother used to work a lot, so my neighbor used to babysit me. Her son was also a baby, so I used to play with him a lot.

Page 78

Makerspace

A New Sport from the Past

- ♦ In the previous class, instruct students to search for sports people used to do in the past, especially those that no longer exist, such as cuju, chariot racing, bladderball, club swinging etc.
- ♦ Organize students into small groups and have them share their findings. Take the opportunity to make them aware that some sports were considered acceptable in the past, but have been banned due to violence or animal abuse (such as fox tossing).
- ♦ Tell students that they are going to recreate a sport from the past. Instruct them to choose a sport and help them come up with new rules for it.
- ♦ Advise students to look at the equipment in the **Basic Supplies** as inspiration for their ideas.
- ♦ Instruct students to follow the steps in the **Action** section and monitor their work closely. Help as needed, but remember to let students work autonomously as much as possible.
- ♦ As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in their groups before coming up with practical solutions. Help students figure out how the sport may be practiced by different people in different positions, including someone who is physically impaired.
- ♦ Make sure students have a suitable environment to carry out this activity. You may choose to take students to the school gym, for example. If this is the case, talk to the principal in advance.
- ♦ Finally, have students discuss the questions in the **Assessment** section in their groups. Ask for volunteers to share their ideas with the class and encourage them to justify their answers.

Video: Living in 1927

Before watching

- ♦ Form pairs and ask students to choose a decade in the past which they would like to visit. Then have them think of three reasons why they chose that decade and share them with the rest of the class.

While watching

- ♦ Tell students they are going to watch a video from a Welsh reality series called *Coal House*. It is about a group of families living life just like people did in a small town in Wales in 1927. Tell students that, after they watch the video once, they must write a short introduction for the presenter to say at the beginning of that episode.
- ♦ The second time they watch, ask students to complete the 1927 column in activity 2. Then allow them a few minutes to complete the second column.
- ♦ Form pairs and have them think of things people did in 1927 that we still do today. When they finish it, have them share their answers with the class.

Transcript

Narrator: What was it really like to live in the past? No phones, no Netflix, no washing machines. These people are going to live in the past for a TV show.

Reporter: What do you think you're gonna miss the most?

Child: TV.

Reporter: TV. Are you a big TV fan?

Narrator: Their first morning living in the past. And it's Deborah Griffiths' birthday as well.

Richie: Hello, Mrs Griffiths. Happy birthday.

Deborah: Ah, thank you, darling.

Narrator: There is no electricity or gas. Only a fire in the kitchen. It's used for cooking and heating.

Deborah: It's a really nice fire there now.

Narrator: The fire also heats water for washing. There is no bathroom in the house. They wash in the kitchen. They don't have cars and there is no bus, so the men have to walk to work. It takes an hour and a half. Back at home, it's time for shopping—here, the shop comes to them.

Grocer: Sweets are two pence a bag or if you want a nice bar of chocolate, five pennies.

Narrator: For eggs, they keep chickens. The chickens are fun to play with, but they are not really pets. It's time to prepare for Deborah's birthday. It is not easy to buy presents, cards or cakes, so they have to make them. People in the past needed to be good at making things themselves. Their first day comes to an end. Work is finished, so they think about having fun. The men go out together. Not to the cinema or a cafe... but to sing. At home, it's Deborah's birthday party.

Various: Happy birthday!

Narrator: With no electricity, they have only candles to light up the night. And with no phones or computers, they make their own music.

Deborah: Brilliant. Absolutely brilliant!

Narrator: Living in the past is not always easy. But the families learn that, sometimes, life without technology can bring people closer together.

After watching

- ♦ Form pairs and ask students to plan an interview with one of the people in the series. Then they should act it out, with one of them in the role of the character and the other in the role of the presenter.
- ♦ Organize students into groups and ask them to discuss the following statement: "Life is easier now than it was in the past." Tell students that they must justify their answers. When they finish the discussion, have them share their answers with the rest of the class.
- ♦ In pairs or groups, have students choose one of the short conversations in the video and act out what might happen next. Play the video again or show the video transcript as support.

Project 1 — History

- ▶ Have students research what life was like in a decade of their choice in their hometown or city. They need to find out as many details as they can and, if possible, find old photographs or illustrations. Based on that information, ask them to create a character and start a personal diary. Every entry should cover a different aspect of life at that time (home, work, education, transport, family etc.). This project can take the form of a blog and be carried out throughout the entire term.

Project 2 — Art and Media

- ▶ Ask students to make a short video or a series of photographs (with titles) about life in a decade of their choice in the past. It can be narrative or descriptive, but students must do their best to avoid showing anything that did not exist at that time. Then have them present their work to the rest of the class. What elements were the hardest to hide?

Pages 80 and 81

CLIL

What Are Ice Ages? (Human and Natural Science)

Warm-up

- ♦ Organize students into groups of three. On the board, write the following words: "ice, million years, America, Europe, Asia, scientists, Quaternary". Encourage the groups to predict the topic of the class (Ice Ages). Then ask them to read the title question of the lesson page and brainstorm ideas.

Teaching Tip

For activity 1

- ♦ After checking the answers, ask students to write sentences using the two options not selected for each question. Have

them underline the words for easier recognition (e.g. The last Ice Age was about 21,000 years ago; "Proterozoic" is a word related to geological time.).

Differentiation Strategy

For activity 2

- Ask students to write the words they formed in their notebook. Once they have understood the meaning of the words, show them how to sort and categorize sample words according to topic, description, action and objects. They will later sort and categorize the words and draw a mind map.

Teaching Tip

For activity 4

- Ask students to write half sentences similar to the ones in activity 4 using *some* or *any*. After that, have them swap the sentences with a classmate to complete their missing part. When they finish, they should return the finished sentences

to their creators. Tell students to share with the class the ones they liked the most.

Differentiation Strategy

For activity 5

- Organize students into pairs and have them work together as "writing buddies". Make sure students write with a specific purpose in mind and that they have an opportunity to discuss what they have written. It is not necessary for writing buddies to be at the same language level, as long as you provide the vocabulary and language structures they will need.

Wrap-up

- With the book closed, ask students to work with a classmate to explain in their own words what Ice ages are. Have them discuss the role of humanity in the acceleration of climate change and what the consequences could be.